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ABSTRACT

A PROGRAMED FORMAT IS USED HERE TO INSTRUCT TEACHERS TO WRITE A PRESCRIPTION FOR A STUDENT USING THE INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI) PROGRAM. PRESCRIPTIONS ARE TO BE WRITTEN ON THE BASIS OF THE INFORMATION PROVIDED ABOUT A HYPOTHETICAL STUDENT AND ON A CONTINUAL EVALUATION OF HIS WORK. PRESCRIPTIONS MAY BE CHECKED AGAINST SAMPLES PROVIDED. THE STANDARD TEACHING SEQUENCE BOOKLETS FOR SKILLS 1-9 ARE PROVIDED. (JY)

ED036151

TEACHING IN IPI

RESEARCH FOR BETTER SCHOOLS, INC.

volume IV

APPLETON-CENTURY-CROFTS

ED036151

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TEACHING IN IPI

(A Program of Teacher Preparation)

by

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Volume 4

Research for Better Schools, Inc.

Regional Educational Laboratory

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Section IV

DEVELOPING A PRESCRIPTION

CASE STUDY - TYPE 3

SANDY OWENS

B-NUM.

Directions

This case study has a programmed format.

You will write your prescriptions on the basis of the information provided about Sandy and on a continual evaluation of her work. You will be able to check your prescriptions against samples provided in this case study.

The sample prescriptions represent one way to deal with Sandy's learning needs. The samples are not, therefore, the only way to prescribe materials. You may prefer your prescriptions to the samples, due to your gain in knowledge and experience as you have worked through the training materials.

The STS booklets for Skills 1-9 are enclosed at the end of this case study.(pg. 139)

Before you prescribe a unit Pretest, you need to gain an overview of Sandy's work to this point.

Study her Placement Profile on page _3_.

Review her B-Level Placement Test, beginning on page _4_.

The Unit Test Record on pages _6_ and _7_ will provide information about Sandy's completed unit Pretests and Posttests.

ARITHMETIC PLACEMENT SCORE PROFILE

ipi
individually prescribed ins
MATHEMATICS

SCHOOL STAMP	P. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER

9	1	2	9
P-4	5	6	7

GRADE 1
P. 9

ROOM 109

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION	9/20	01	MAX. PTS.	10								A
			SCORE	0								
			%	0								
PLACE VALUE		02	MAX. PTS.	10								B
			SCORE	5								
			%	50								
ADDITION		03	MAX. PTS.									C
			SCORE									
			%									
SUBTRACTION		04	MAX. PTS.									C
			SCORE									
			%									
MULTIPLICATION		05	MAX. PTS.									D
			SCORE									
			%									
DIVISION		06	MAX. PTS.									D
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.									C
			SCORE									
			%									
FRACTIONS		08	MAX. PTS.	10								B
			SCORE	4								
			%	40								
MONEY		09	MAX. PTS.	10								B
			SCORE	7								
			%	70								
TIME		10	MAX. PTS.	10								B
			SCORE	6								
			%	60								
SYSTEMS OF MEASUREMENT		11	MAX. PTS.	10								B
			SCORE	4								
			%	40								
GEOMETRY		12	MAX. PTS.	10	10							C
			SCORE	8	2							
			%	80	20							
ADDITION AND SUBTRACTION		34	MAX. PTS.	10								B
			SCORE	6								
			%	60								

NAME AND NUMBER Sandy Owens 9129

unit page 1 of 2

DATE

CLASS

Skill 7 – Directions: Look at the sample box below. What number comes just before 2? Write the number on the line in front of the 2. Do the rest of the problems the same way.

SAMPLE

1, 2

X 41, 40 X 99, 98 X 34, 33

39
97
32

– Directions: Look at the sample box below. What number comes just after 2? Write the number on the line after the 2. Do the rest of the problems the same way.

SAMPLE

2, 3

X 59, 58 X 99, 98

60
100

IPI Placement Test **B Numeration (01)**

NAME AND NUMBER Sandy Owens 9129

DATE

CLASS

unit page 2 of 2

0 0

Skill 8 — Directions: Draw a circle around the smallest number in each box below.

[✓ 16] 19 15 X

X 47 67 [✓ 57] | [✓ 96] 69 99 X

— Directions: Put > or < in the little boxes to show which number is greater and which is lesser.

16 $\boxed{>}$ 61 X

98 $\boxed{<}$ 89 X

Based upon prototype originated by the Learning Research and Development Center.
As field tested by Research for Better Schools, Inc.

IPI individually prescribed instruction
MATHEMATICS

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APPLETON-CENTURY-CROFTS
DIVISION OF MEREDITH PUBLISHING COMPANY
440 Park Avenue South, New York, N. Y. 10016

MATHEMATICS UNIT TEST RECORD

NAME Sandy Owens

NUMBER 9129

CLASS 1

NUMERATION (01)		Level A						Level B						Level						Level						Level				
		1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post		
				1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
	Max.Pts.	[illegible]/38		[illegible]				[illegible]/61																						
PLACED AT LEVEL A	Score	42		87				61																						
	Date	11/7		[illegible]/10				3/1																						
PLACE VALUE (02)		Level						Level B						Level						Level						Level				
				1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
	Max.Pts.																													
PLACED AT LEVEL B	Score																													
	Date																													
ADDITION (03)		Level						Level						Level C						Level						Level				
				1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
	Max.Pts.																													
PLACED AT LEVEL C	Score																													
	Date																													
SUBTRACTION (04)		Level						Level						Level C						Level						Level				
				1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
	Max.Pts.																													
PLACED AT LEVEL C	Score																													
	Date																													
MULTIPLICATION (05)		Level						Level						Level						Level D						Level				
				1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
	Max.Pts.																													
PLACED AT LEVEL D	Score																													
	Date																													
DIVISION (06)		Level						Level						Level						Level D						Level				
				1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
	Max.Pts.																													
PLACED AT LEVEL D	Score																													
	Date																													
COMBINATION OF PROCESSES (07)		Level						Level						Level C						Level						Level				
				1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
	Max.Pts.																													
PLACED AT LEVEL C	Score																													
	Date																													

UPDATE AND PLACE IN STUDENT FOLDER.

APPLET CENTURY-CROFTS REC 1-A

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MATHEMATICS UNIT TEST RECORD

NAME Sandy Owens
NUMBER 9129
CLASS 1

FRACTIONS (08)			Level B						Level						Level						Level						Level			
			1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Pos	
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2
		Max.Pts.																												
PLACED AT LEVEL	B	Score																												
		Date																												
MONEY (09)			Level B						Level						Level						Level						Level			
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2
		Max.Pts.																												
PLACED AT LEVEL	B	Score																												
		Date																												
TIME (10)			Level B						Level						Level						Level						Level			
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2
		Max.Pts.																												
PLACED AT LEVEL	B	Score																												
		Date																												
SYSTEMS OF MEASUREMENT (11)			Level B						Level						Level						Level						Level			
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2
		Max.Pts.																												
PLACED AT LEVEL	B	Score																												
		Date																												
GEOMETRY (12)			Level						Level C						Level						Level						Level			
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2
		Max.Pts.																												
PLACED AT LEVEL	C	Score																												
		Date																												
SPECIAL TOPICS (13)			Level						Level						Level						Level						Level			
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2
		Max.Pts.																												
PLACED AT LEVEL		Score																												
		Date																												
ADDITION AND SUBTRACTION (34)			Level B						Level						Level						Level						Level			
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2
		Max.Pts.																												
PLACED AT LEVEL	B	Score																												
		Date																												

UPDATE AND PLACE IN STUDENT FOLDER.

APPLETON-CENTURY-CROFTS REC 1-B

Based on your review of Sandy's records, you assign the Pretest for the next unit in which Sandy needs to work.

You will find a packet of blank Prescription Sheets on page 323 of this case study. Remove the first one and record the necessary information on the top of the Prescription Sheet.

Check the sample on page 9.

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF ▨

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT B- Num (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
								PART 1		PART 2				
	DATE PRES. →	PRES. INIT. →	SKILL NO. →	↓ PAGE NO.	↓ INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	▨	▨		S. 72-73		S. 74-75	▨	S. 76-77	
1	3/1	MB	Pretest											
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE		
SKILL 29-31	PRE % U. 32-33	POST. % U. 34-35
X01	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ↓	ENTER POINTS PER SKILL	PRE	% ↓	POST	% ↓	POST	% ↓	POST	% ↓
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is a copy of Sandy's completed Pretest that has been corrected by the Aide.

In the role of the Aide, record the Pretest scores on Sandy's Prescription Sheet.

Identify the skills that require a prescription (under 85%) and record these skill numbers on the Prescription Sheet.

Check the sample on page 21.

SCHOOL CODE

NAME Sandy Owens

NUMBER 9129 **CLASS** 1 Rm. 109

ipi

MATHEMATICS

Pre Test

LEVEL B

NUMERATION (01)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

Appleton-Century-Crofts ACC Division of Meredith Publishing Company

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DEVELOPMENTAL EDITION

B NUMERATION (01) PRE-TEST SKILL 1

Directions: Circle the numeral in each box which is named by the word.

one [✓ 1] 2 3 4	three [✓ 3] 4 7 8
nine 6 4 10 [✓ 9]	six 10 5 [✓ 6] 3
ten [✓ 10] 2 5 6	four 2 [✓ 4] 5 7
five 9 6 [✓ 5] 4	eight 6 [✓ 8] 10 7
seven 5 [✓ 7] 9 8	zero 8 9 7 [✓ 0]

	TL. PTS.	
CIRCLE CORRECT BOX	[✓ 10]	100%
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10

B NUMERATION (01) PRE-TEST

SKILL 2

CIRCLE CORRECT BOX

TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
[✓ 2]	[✓ 40]
1	20

GO TO YOUR TEACHER
THIS IS AN ORAL TEST

Teacher: Count by 1's from 1 to 100.

ok to 49

Teacher: Point to the listed numerals on the chart and ask the child to "Read these numerals, starting here and ending here"

From 11 to 22 C
From 34 to 46 C
From 53 to 67 X
From 75 to 88 X

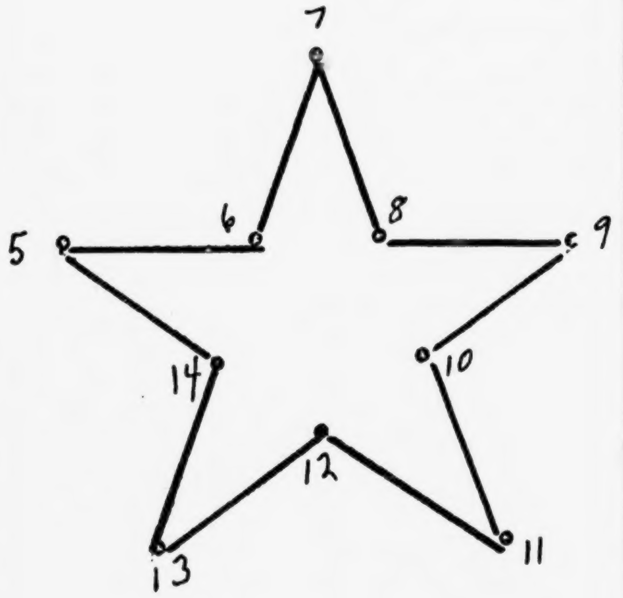
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	59	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

B NUMERATION (01) PRE-TEST

SKILL 3

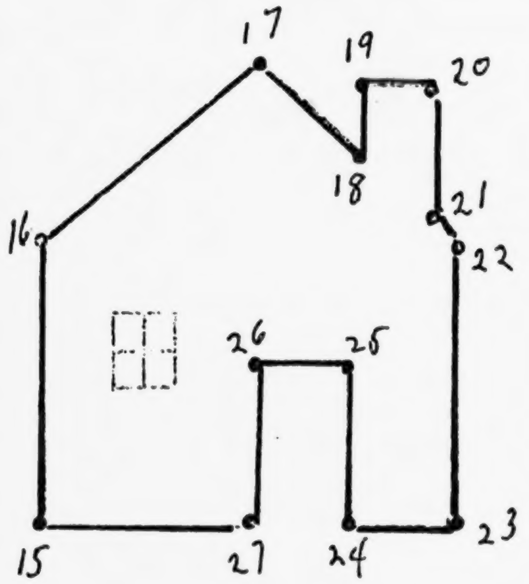
CIRCLE CORRECT BOX	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	[✓ 3]	[✓ 75]
	2	50
	1	25

Directions: Connect the dots to make a picture in each box.



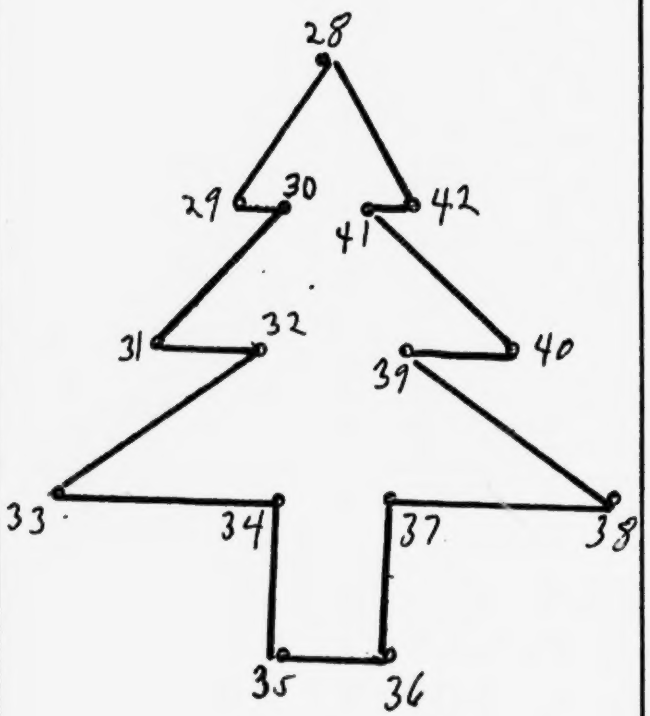
7
6
8
5
9
14
10
12
13
11

Start at 5.



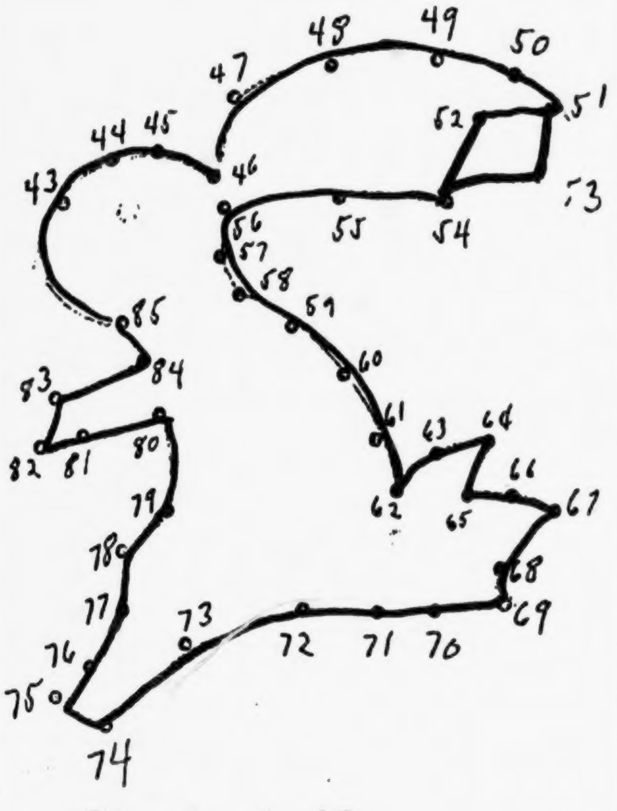
17
19
20
18
21
16
22
26
25
15
27
24
23

Start at 15.



28
29
30
42
41
31
32
40
39
33
34
37
38
35
36

Start at 28.



47
48
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58
59
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85
84
83
61
63
64
82
81
80
62
65
66
67
79
78
68
77
73
72
71
70
69
76
75
74

Start at 43.

X

B NUMERATION (01) PRE-TEST SKILL 4

GO TO YOUR TEACHER
THIS IS AN ORAL TEST.

Teacher: Ask the child to count by tens.

From 15 to 65 (1 pt) C

From 8 to 58 (1 pt) X

From 27 to 87 (1 pt) X

From 32 to 72 (1 pt) X

From 46 to 96. (1 pt) X

CIRCLE CORRECT BOX

TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
2	40
[✓ 1]	[✓ 20]

B NUMERATION (01) PRE-TEST SKILL 5

CIRCLE CORRECT BOX

TL. PTS.	
12	100%
NO. OF PTS.	%
11	92
10	83
9	75
8	67
7	58
6	50
[✓ 5]	[✓ 42]
4	33
3	25
2	17
1	8

Directions: Count from 1 to 100, and write in the numerals.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50 ×

Could not Complete

Directions: Count backward. Write the numerals in the blanks.

× 83 82 83 84 85 86 77

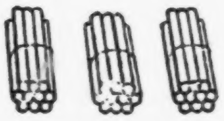
40 39 38 37 36 35 34 33

B NUMERATION (01) PRE-TEST SKILL 6

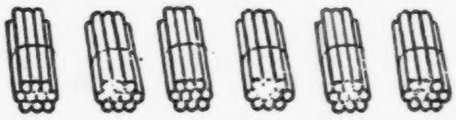
CIRCLE CORRECT BOX

TL. PTS.	
[✓ 5]	[✓ 100%]
NO. OF PTS.	%
4	80
3	60
2	40
1	20

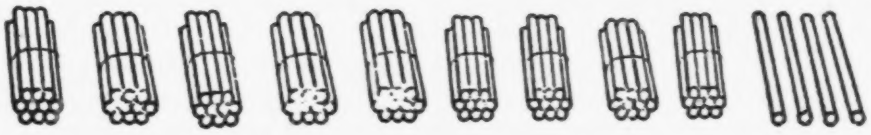
Directions: Write numerals in the blanks to tell how many sticks are in each row. There are 10 sticks in a bundle.



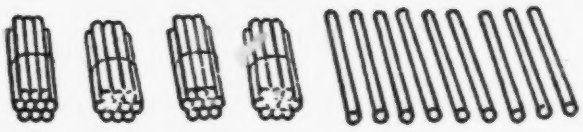
30



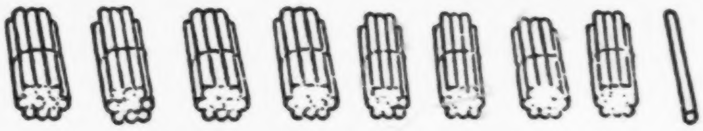
60



94



49



81

B NUMERATION (01) PRE-TEST SKILL 7

CIRCLE CORRECT BOX	TL. PTS.	
	10	10
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	[✓ 4]	[✓ 40]
	3	30
	2	20
	1	10

Directions: Write the number that comes just after each number below.

X 96, 95

X 59, 58

X 75, 74

X 99, 98

40, 41

Directions: Write the number that comes just before each number below.

37, 38

X 38, 40

97, 98

X 63, 62

13, 14

Directions: Draw a circle around the smallest number in each box.

37 47 [✓ 27]

[✓ 15] 19 16

96 [✓ 69] 99

65 56 [✓ 29]

71 49 [✓ 28]

Directions: Write > or < in each circle to show whether the first number is greater or less than the second number.

19 > 27

16 > 61

33 < 30

59 < 58

68 > 86

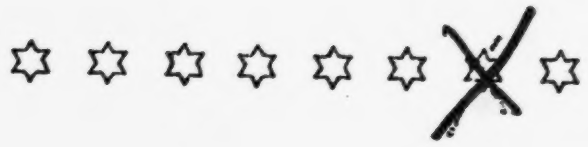
X

CIRCLE CORRECT BOX	TL. PTS.	
	10	100%
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	[✓ 5]	[✓ 50]
	4	40
	3	30
	2	20
	1	10

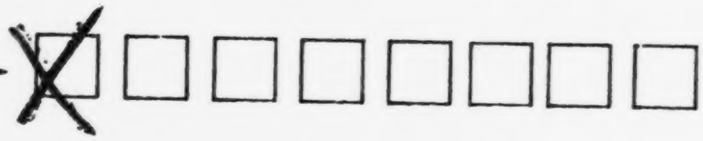
B NUMERATION (01) PRE-TEST SKILL 9

Directions: Count from the arrows and draw a big X on the object named.

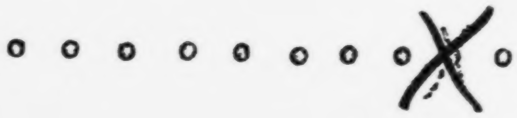
seventh star ------>



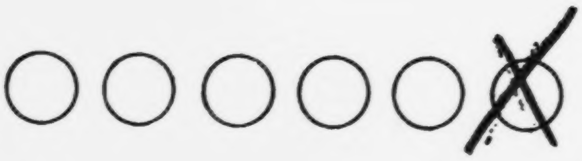
first square———>



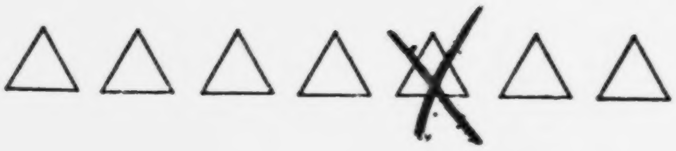
ninth dot———>



sixth circle———>



fifth triangle——>



CIRCLE CORRECT BOX

TL. PTS.	
[✓ 5]	[✓ 100%]
NO. OF PTS.	%
4	80
3	60
2	40
1	20

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER	9	1	2	9
U. S.	4	5	6	7

GRADE 1 U. S. 9

ROOM 109

UNIT 4B-Num U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/1	WB	Pretest											
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL 29-31	PRE % U. 32-33	POST. % U. 34-35
<01	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100						
X 2	5	2	40						
X 3	4	3	75						
X 4	5	1	20						
X 5	12	5	42						
X 6	5	5	100						
X 7	10	4	40						
X 8	10	5	50						
X 9	5	5	100						
X									
X									
X									
X									
X									
X	66	40	61						
X									
X									

Analysis of Student Behavior

A. Describe the behaviors which facilitate Sandy's learning:

Sandy interacts well with other students and adults; she seeks help when needed.

B. Describe the behaviors which hamper Sandy's learning:

Sandy has a record of poor achievement in testing situations and she is very uncomfortable when given a test.

C. Describe the new behaviors which Sandy should develop as she works with the IPI materials:

Sandy should learn to accept tests as a measure of what she needs to learn, and not as a personal evaluation.

State how your prescription will reflect the behavior analysis:

A. Instructional settings which involve other people will be prescribed.

B. Prescriptions will include frequent teacher-pupil conferences with emphasis on testing situations.

C. Particular care will be taken to emphasize Sandy's progress as she completes the diagnostic tests; prescribed materials will include skill sheets that insure Sandy's success.

Additional things you want to consider:

Select the first skill in this unit requiring a prescription.

Analyze Sandy's work in this skill on the Pretest (page 11).

Review what Sandy must learn (last page of STS booklet).

After examining all the materials available for this skill, you prescribe the following on / :

Page Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 25-26.

You prescribed the following on 3/2:

Page	Reason
Student Page	Introduces skill; previews work
7 03*	Counting 41 to 50; bridging provided
14	" " " " " "

*This material will be completed in a small group setting; Sandy will receive reinforcement from the five other students in the group.

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF 2

SCHOOL STAMP	U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER	9	1	2	9
U. S.	4	5	6	7

GRADE 1 (U. S. 9)

ROOM 109

UNIT 4B- Num 2,3,4,5,7,8 (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/1	4MB	Pretest											
2	3/2	4MB	2	Read Student Page										
3				7	03									
4				14										
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL 29-31	PRE % U. 32-33	POST % U. 34-35	TO 78
01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100						
X 2✓	5	2	40						
X 3✓	4	3	75						
X 4✓	5	1	20						
X 5✓	12	5	42						
X 6	5	5	100						
X 7✓	10	4	4[illegible]						
X 8✓	10	5	50						
X 9	5	5	100						
X									
X									
X									
X									
X									
X	66	40	61						
X									
X									

These are the two skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 30-31.

Page 7

Here are the numerals from 41 to 50. Look at each one and say it out loud.

41 42 43 44

45 46 47 48

49 50

Read these numerals out loud and slowly. Then say them again without looking at the page.

For extra practice, do Page 14.

Read these numerals and say them out loud.

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

Try to repeat them without looking at the page.

You prescribe the following on 3/3:

Page		Reason
9	12*	Saying and writing missing numerals 21-60
10		Counting 61-80

*A number chart of 1-100 will be used to focus on counting 1-80 with exposure to sequential numeration 81-100.

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT B- Num 2,3,4,5,7,8 (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/1	MB		Pretest										
2	3/2	MB	2	Read Student Page								SS		
3				7	03	10	10					"		
4				14		5	5					"	1	
5	3/3	MB	2	9	12							SS		
6				10								"		
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE		
PRE %	U. 32-33	80
POST. %	U. 34-35	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100						
X 2 ✓	5	2	40						
X 3 ✓	4	3	75						
X 4 ✓	5	1	20						
X 5 ✓	12	5	42						
X 6	5	5	100						
X 7 ✓	10	4	40						
X 8 ✓	10	5	50						
X 9	5	5	100						
X									
X									
X									
X									
X									
X	66	40	61						

These are the two skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 35-36.

Read these numerals and as you say them, fill in the missing numerals.

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

51 52 53 54 55 56 57 58 59 60

Now say all the numerals without looking at the page.

These are the numerals that come after 60.

Read these numerals out loud.

61 62 63 64 65

66 67 68 69 70

71 72 73 74 75

76 77 78 79 80

Now read the numerals slowly over again.

You prescribed the following on 3/4:

Page		Reason
11	03*	Reading numerals 81-100
12		Writing missing numerals and reading numerals 1-100

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

PAGE: 7 OF

SCHOOL STAMP | U. S. 2-3

STUDENT NAME: Sandy Owens

STUDENT NUMBER: 9 1 2 9 (U. S. 4 5 6 7)

GRADE: 1 (U. S. 9)

ROOM: 109

UNIT: 4B-Num 2,3,4,5,7,8 (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75		S. 76-77	
1	3/1	4mB		Pretest										
2	3/2	4mB	2	Read Student Page								SS		
3				7	03	10	10					"		
4				14		5	5					"	1	
5	3/3	4mB	2	9	12	16	16					SS		
6				16		20	20					"	2	
7	3/4	4mB	2	11										
8				12										
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

EYPUNCH SAMPLE

L	PRE %	POST. %	TO 78
.31	U. 32-33	U. 34-35	
	20	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100						
X 2 ✓	5	2	40						
X 3 ✓	4	3	75						
X 4 ✓	5	1	20						
X 5 ✓	12	5	42						
X 6	5	5	100						
X 7 ✓	10	4	40						
X 8 ✓	10	5	50						
X 9	5	5	100						
X									
X									
X									
X									
X									
X	66	40	61						
X									

These are the two skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 40-41.

Page 11

These numerals come after 80 and go to 100.

Read them aloud.

81 82 83 84 85

86 87 88 89 90

91 92 93 94 95

96 97 98 99 100

For extra practice, do Page 15.

Page 12

Fill in the missing numerals and read all the numerals aloud.

	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30
	31	32	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60
	61	62	63	64	65	66	67	68	69	70
	71	72	73	74	75	76	77	78	79	80
X	80	81	83	82	83	86	87	88	89	80
X	91	92	93	94	95	97	96	98	99	100

Repeat the numbers while looking at the page.

Now say them again without looking at the page.

For extra practice, do Page 16.

You prescribed the following on 3/5:

Page	Reason
16 01*	Counting 1-100; write missing numerals

*Sandy will work in a teacher tutor setting.

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 — U. S. 4 5 6

GRADE 1 — U. S. 9

ROOM 109

UNIT 4B- Num 2,3,4,5,7,8 — U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST					
								PART 1		PART 2			
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77
1	3/1	YMB		Pretest									
2	3/2	YMB	2	Read Student Page								SS	
3				7	03	10	10					"	
4				14		5	5					"	1
5	3/3	YMB	2	9	12	16	16					SS	
6				10		20	20					"	2
7	3/4	YMB	2	11		9	20					SS	
8				12		8	10					"	3
9	3/5	YMB	2	16	01								
10													
11													
12													
13													
14													
15													
16													
17.													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. 7, S. 79

KEYPUNCH SAMPLE

	PRE %	POST. %
31	U. 32-33	U. 34-35
	60	95

TO 78

PRE AND POST TEST SCORES								
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST
X 1	10	10	100					
X 2✓	5	2	40					
X 3✓	4	3	75					
X 4✓	5	1	20					
X 5✓	12	5	42					
X 6	5	5	100					
X 7✓	10	4	40					
X 8✓	10	5	50					
X 9	5	5	100					
X								
X								
X								
X								
X								
X	66	40	61					
X								

This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the score on Sandy's Prescription Sheet

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages [illegible].

Fill in the missing numerals and read all the numerals out loud.

51 52 53 54 55 56 57 58 59 60

61 62 63 64 65 66 67 68 69 70

71 72 73 74 75 76 77 78 79 80

81 82 83 84 85 86 87 88 89 90

91 92 93 94 95 96 97 98 99 100

Now repeat all the numerals without looking at the page.

You prescribed the following on 3/8:

Page	Reason
13	CET to determine mastery of Skill 2

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP | U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 | U. S. 4 5 6 7

GRADE 1 | U. S. 9

ROOM 109

UNIT YB-Num 2,3,4,5,7,8 | U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/1	YMB	Pretest											
2	3/2	YMB	2	Read Student Page								SS		
3				7	03	10	10					"		
4				14		5	5					"	1	
5	3/3	YMB	2	9	12	16	16					SS		
6				10		20	20					"	2	
7	3/4	YMB	2	11		9	20					SS		
8				12		8	10					"	3	
9	3/5	YMB	2	16	01	19	19					SS	4	
10	3/8	YMB	2	13	CET									
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL 29-31	PRE % U. 32-33	POST. % U. 34-35
XX1	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100						
X 2✓	5	2	40						
X 3✓	4	3	75						
X 4✓	5	1	20						
X 5✓	12	5	42						
X 6	5	5	100						
X 7✓	10	4	40						
X 8✓	10	5	50						
X 9	5	5	100						
X									
X									
X									
X									
X									
X	66	40	61						
X									
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 48-49.

CET I

Oral Test. Read the numbers to the teacher.

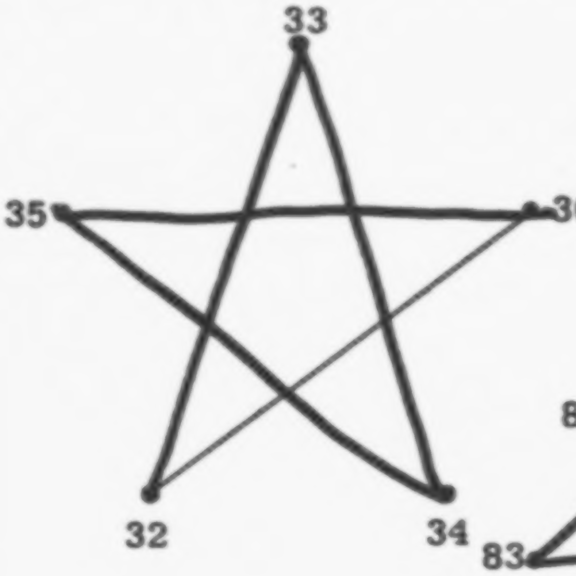
7	8	9	10	11	12
21	22	23	24	25	26
45	46	47	48	49	50
69	70	71	72	73	74
83	84	85	86	87	88
95	96	97	98	99	100

CIRCLE CORRECT BOX

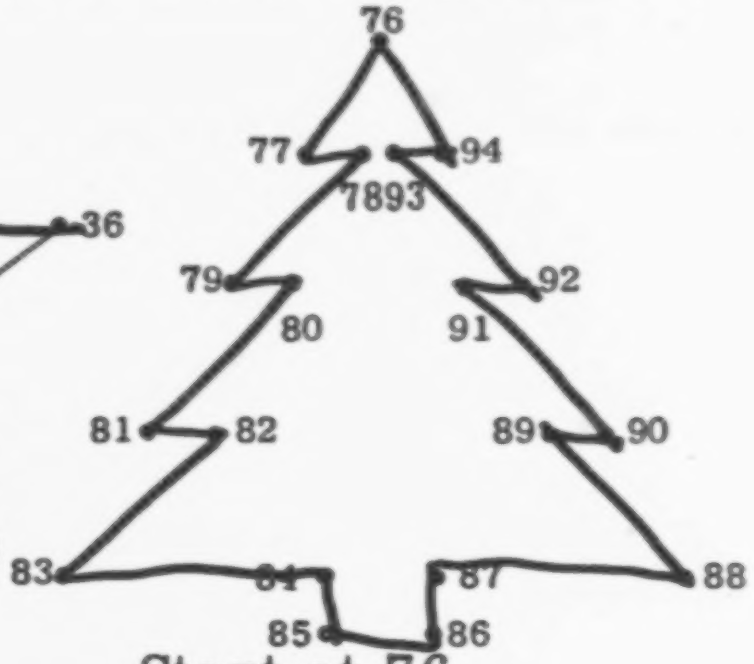
T[illegible]	
6	100%
NO. OF PTS.	%
5	83
4	67
3	50
2	33
1	17

Oral Test. Count from 1 to 100.

Connect the dots to make the pictures.


33
35
36
32
34

Start at 32.


76
77
94
78
93
79
92
80
91
81
82
89
90
83
84
87
88
85
86

Start at 76.

CIRCLE CORRECT BOX

[illegible]	
2	100%
[illegible] PTS.	%
1	50

You prescribed the following on 3/9:

Page	Reason
6 P*	CET to determine mastery of Skill 3

*P=Pad form of CET

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP | U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 | U. S. 4 5 6 7

GRADE 1 | U. S. 9

ROOM 109

UNIT B-Num 2,3,4,5,7,8 | U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/1	MB	Pretest											
2	3/2	MB	2	Read Student Page								SS		
3				7	03	10	10					"		
4				14		5	5					"	1	
5	3/3	MB	2	9	12	16	16					SS		
6				10		20	20					"	2	
7	3/4	MB	2	11		9	20					SS		
8				12		8	10					"	3	
9	3/5	MB	2	16	01	19	19					SS	4	
10	3/8	MB	2	13	CET			6/6	100	2/2	100	SS	5	
11	3/9	MB	3	6P	CET									
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

KEYPUNCH SAMPLE

SKILL	PRE %	POST %
S. 29-31	U. 32-33	U. 34-35
01	80	95

TO 78

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100						
X 2✓	5	2	40						
X 3✓	4	3	75						
X 4✓	5	1	20						
X 5✓	12	5	42						
X 6	5	5	100						
X 7✓	10	4	40						
X 8✓	10	5	50						
X 9	5	5	100						
X									
X									
X									
X									
X									
X	66	40	61						
X									
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page	Reason

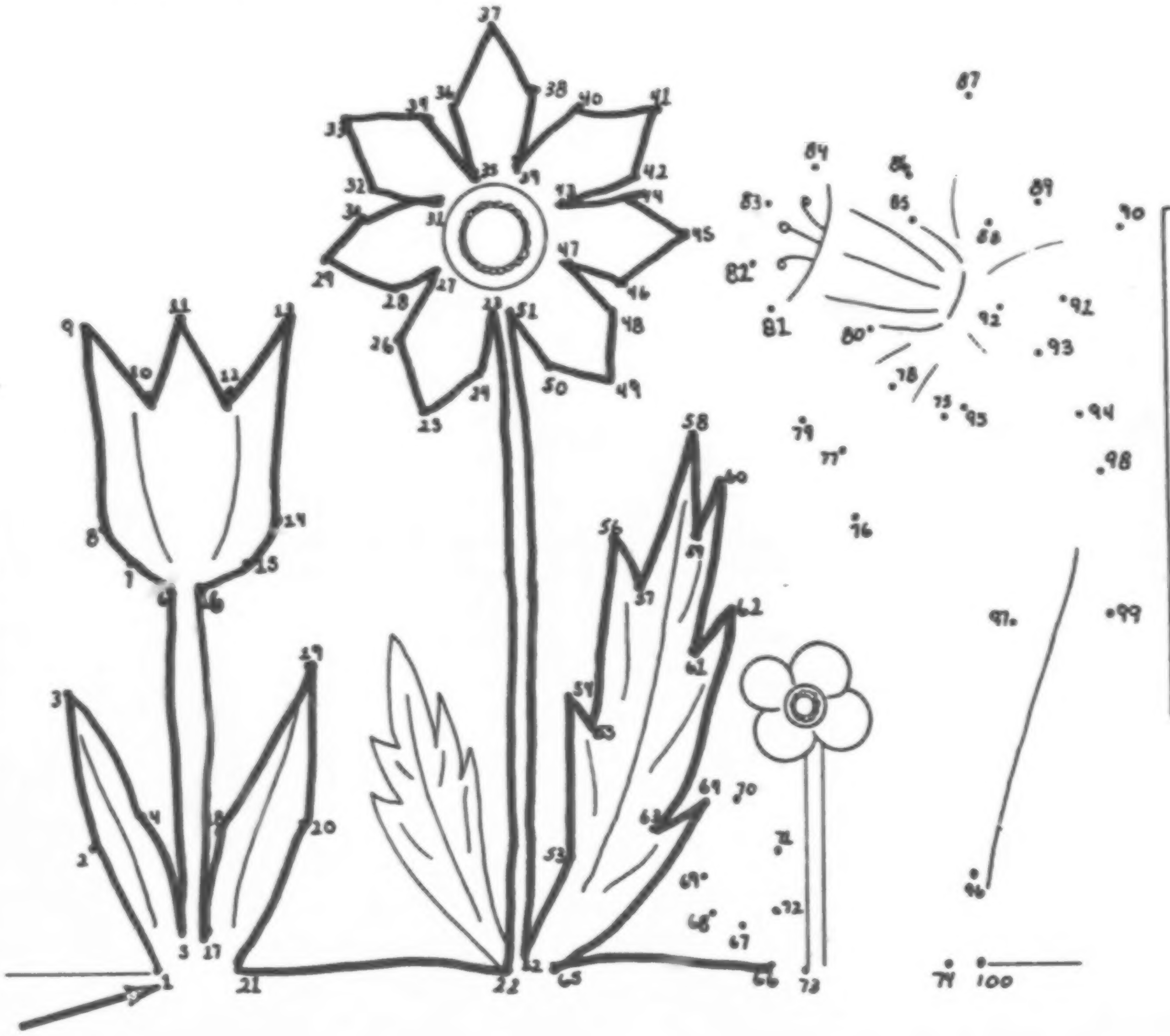
Record this on Sandy's Prescription Sheet.

Estimate of time needed: ____________________

Check samples on pages 52-53.

CET I

Connect the dots.



CIRCLE CORRECT BOX

TL. PTS.	
96	100%
NO. OF PTS	%
91-95	95
86-90	90
82-85	85
77-81	80
72-76	75
67-71	70
[✓ 62-66]	[✓ 65]
58-61	60
53-57	55
48-52	50
43-47	45
38-42	40
34-37	35
29-33	30
24-28	25
19-23	20
14-18	15
10-13	10
5-9	5
0-4	0

See your teacher for the rest of the test.

Oral test.

1. Count by 10's from 5 to 85. OK
2. Count by 10's from 32 to 92. X
3. Count by 10's from 17 to 77. X

CIRCLE CORRECT BOX

TL. PTS.	
3	100%
NO. OF PTS.	%
2	67
[✓ 1]	[✓ 33]

You prescribed the following on 3/10:

Page	Reason
5	The teacher felt that the CET was *visually* frustrating to Sandy; she chose a representative skill sheet to be used as a CET to determine mastery of Skill 3.

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT B-Num. 2, 3, 4, 5, 7, 8 (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1	3/1	MB	Pretest											
2	3/2	MB	2	Read Student Page								SS		
3				7	03	10	10					〃		
4				14		5	5					〃	1	
5	3/3	MB	2	9	12	16	16					SS		
6				10		20	20					〃	2	
7	3/4	MB	2	11		9	20					SS		
8				12		8	10					〃	3	
9	3/5	MB	2	16	01	19	19					SS	4	
10	3/8	MB	2	13	CET			6/6	100	2/2	100	SS	5	
11	3/9	MB	3	6P	CET			66/96	65	1/3			1	
12	3/10	MB		5	aoa	CET								
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

EYPUNCH SAMPLE

	PRE %	POST. %	
-31	U. 32-33	U. 34-35	TO 78
1	80	95	

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100						
X 2✓	5	2	40						
X 3✓	4	3	75						
X 4✓	5	1	20						
X 5✓	12	5	42						
X 6	5	5	100						
X 7✓	10	4	40						
X 8✓	10	5	50						
X 9	5	5	100						
X									
X									
X									
X									
X									
X	66	40	61						
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

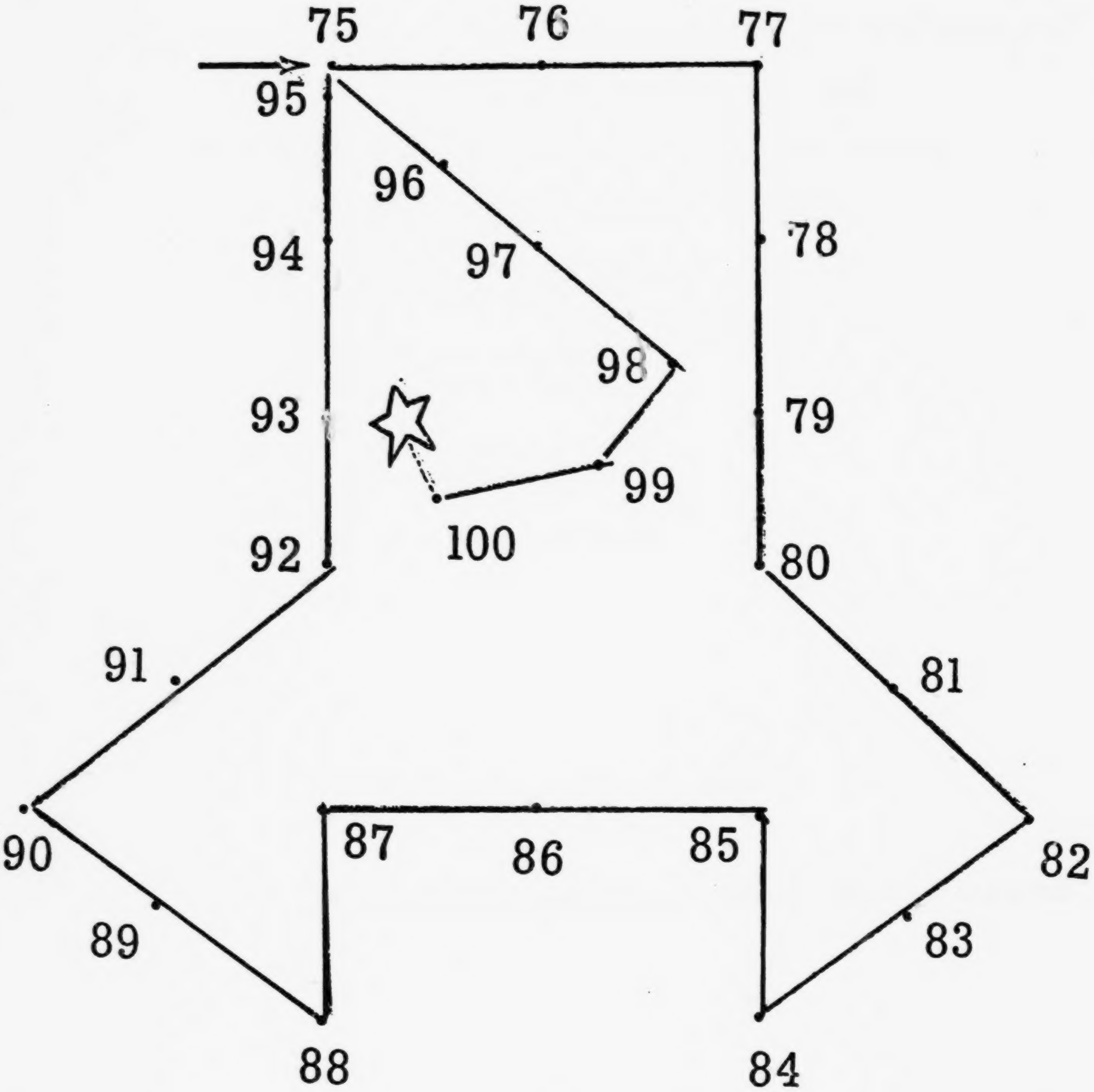
Page Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 56-57.

Start from the arrow and follow the number trail to the star.


75
76
77
95
96
94
97
78
98
93
79
99
100
92
80
91
81
90
87
86
85
82
89
83
88
84

You prescribed the following on 3/10:

Page	Reason
Student Page	Introduces skill; previews work
1	Counting by 10's to 100
4	Counting by 1's from 30-40 and by 10's from 10-40
5	Counting by 1's from 28-38 and by 10's from 28-98
6	Using a number chart to count by 10's from 1-50
8	Counting by 10's in short sequences

Estimate of time needed: 2 class periods

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 — U. S. 4 5 6 7

GRADE 7 — U. S. 9

ROOM 109

UNIT IB- Num 2,3,4,5,7,8 — U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST					
								PART 1		PART 2			
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77
1	3/1	YMB		Pretest									
2	3/2	YMB	2	Read Student Page								SS	
3				7	03	10	10					"	
4				14		5	5					"	1
5	3/3	YMB	2	9	12	16	16					SS	
6				10		20	20					"	2
7	3/4	YMB	2	11		9	20					SS	
8				12		8	10					"	3
9	3/5	YMB	2	16	01	19	19					SS	4
10	3/8	YMB	2	13	CET			6/6	100	2/2	100	SS	5
11	3/9	YMB	3	6P	CET			64/96	65	1/3	33	SS	1
12	3/10	YMB		5	as a CET			24/26	100			SS	2
13	3/10	YMB	4	Read Student Page									
14				1									
15				4									
16				5									
17.				6									
18				8									

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE % U. 32-33 80

POST % U. 34-35 95

TO 78

PRE AND POST TEST SCORES										
	ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X	1	10	10	100						
X	2✓	5	2	40						
X	3✓	4	3	75						
X	4✓	5	1	20						
X	5✓	12	5	42						
X	6	5	5	100						
X	7✓	10	4	40						
X	8✓	10	5	50						
X	9	5	5	100						
X										
X										
X										
X										
X										
X		66	40	61						

These are the five skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 60-62.

Page 1

Say each number as you count by 10's.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

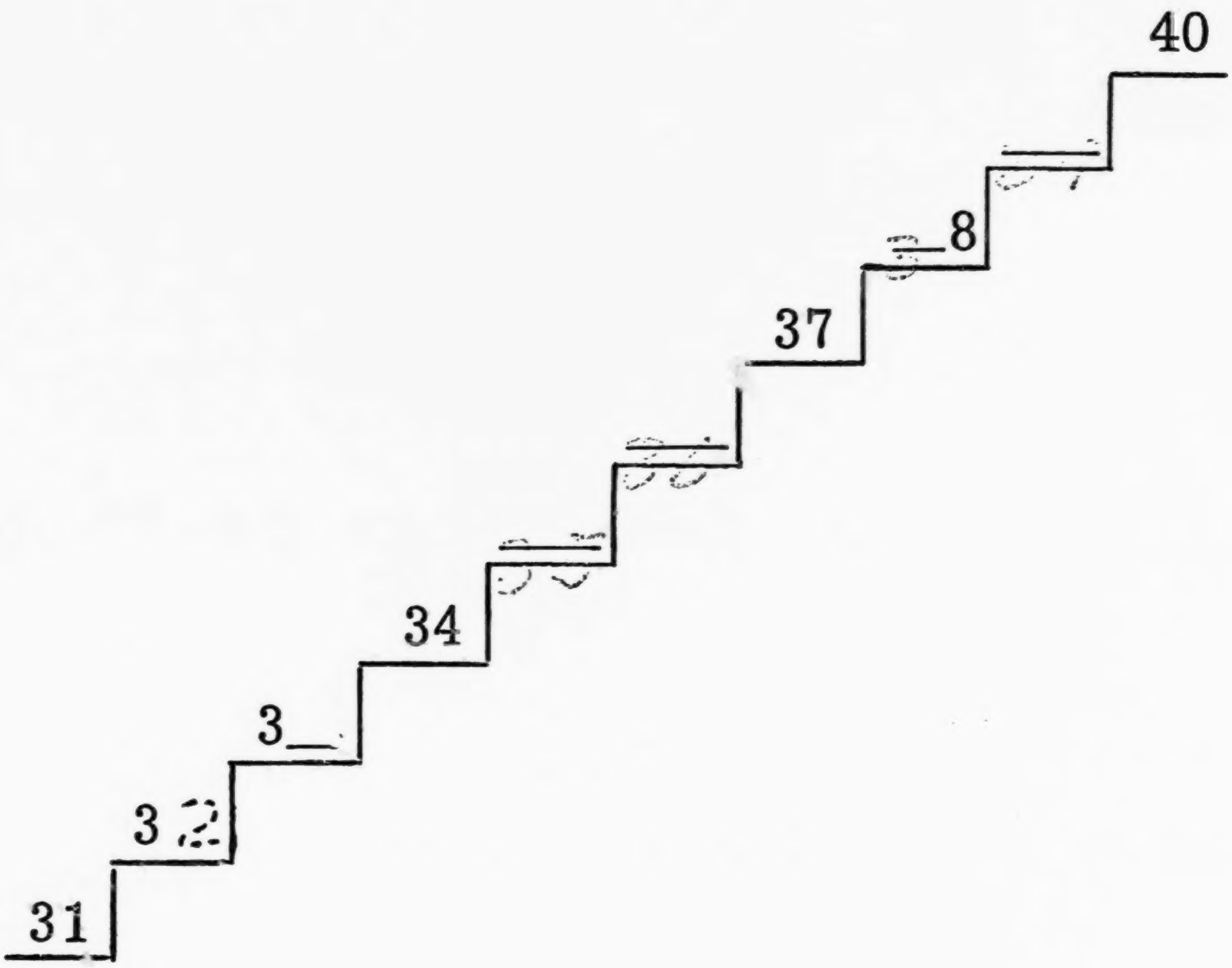
Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

TOTAL POINTS	NUMBER CORRECT
21	21

LEVEL	UNIT	SKILL	PAGE
B	01	4	1

Count by 1's from 30 to 40, and fill in the spaces.



How many steps are there from 30 to 40? 10

40 is 10 more than 30.

Count by 10's from 10 to 40.

10, 20, 30, 40

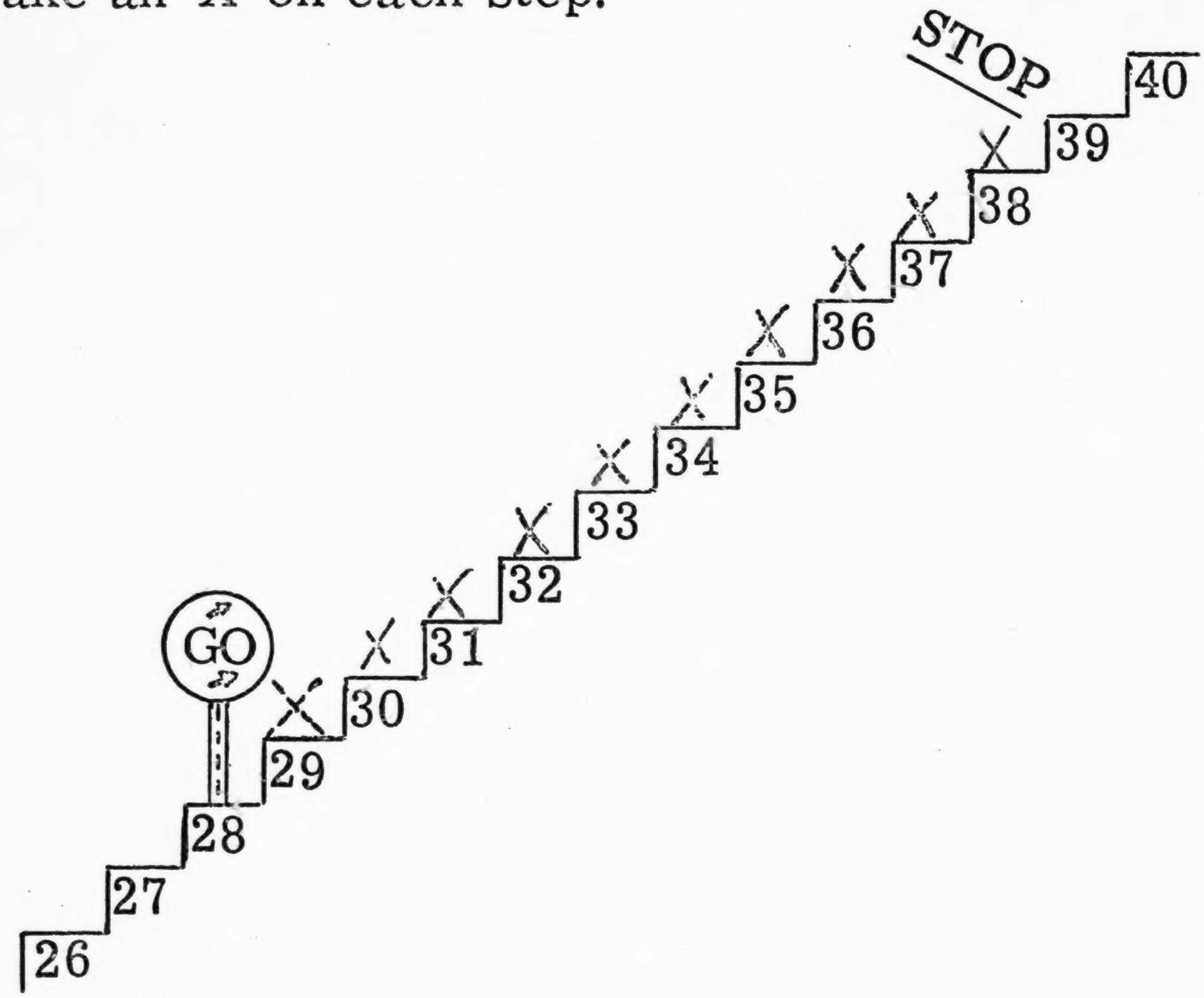
For more practice, do Page 11.

TOTAL POINTS	NUMBER CORRECT
10	10

LEVEL	UNIT	SKILL	PAGE
B	01	4	4

Start from step 28, and count by 1's to step 38.

Make an X on each step.


STOP
GO
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
X
X
X
X
X
X
X
X
X
X

How many X's did you make? 10

38 is 10 more than 28. 10 more than 38 is 48.

Count by 10's from 28 to 98.

28, 38, 48, 58, 68, 78, 88, 98

For more practice, do Page 12.

TOTAL POINTS	NUMBER CORRECT
19	19

LEVEL	UNIT	SKILL	PAGE
B	01	4	5

What numerals are between the ☆'s?

Write them here.

4, 14, 24, 34, 44

			☆					○	
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
			☆					○	

What numerals are between the ○'s?

Write them here.

9, 19, 29, 39, 49

For more practice, do Page 13.

TOTAL POINTS	NUMBER CORRECT
8	8

LEVEL	UNIT	SKILL	PAGE
B	01	4	6

59C

Count by 10's and fill in the blanks.

6, 16, 26, 36, 46

12, 22, 32, 42, 52, 62

X 3, 13, 23, 33, 34, 35, 36, 37

X 67, 68, 69, 70

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

For more practice, do Page 15.

You prescribed the following on 3/11:

Page	Reason
Teacher Page 12	The teacher made a skill sheet that Sandy will use to count by 10's from varied points in written and oral form.
01	Sandy will be tutored by the teacher before completing the material.

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9

U. S.	4	5	6	7
	9	1	2	9

GRADE 1 U. S. 9

ROOM 109

UNIT B-Num. 2, 3, 4, 5, 7, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/1	MB	Pretest											
2	3/2	MB	2	Read Student Page								SS		
3				7	03	10	10					"		
4				14		5	5					"	1	
5	3/3	MB	2	9	12	16	16					SS		
6				10		20	20					"	2	
7	3/4	MB	2	11		9	20					SS		
8				12		8	10					"	3	
9	3/5	MB	2	16	01	19	19					SS	4	
10	3/8	MB	2	13	CET			6/6	100	2/2	100	SS	5	
11	3/9	MB	3	6P	CET			66/96	65	1/3	33	SS	1	
12	3/10	MB		5	as a CET			26/26	100	—	—	SS	2	
13	3/10	MB	4	Read Student Page										
14				1		21	21					SS		
15				4		10	10					"		
16				5		19	19					"	1	
17				6		8	8					SS		
18				8		18	25					"	2	

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE %	POST. %	TO 78
1 U. 32-33	U. 34-35	
80	95	

PRE AND POST TEST SCORES

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100						
X 2 ✓	5	2	40						
X 3 ✓	4	3	75						
X 4 ✓	5	1	20						
X 5 ✓	12	5	41						
X 6	5	5	100						
X 7 ✓	10	4	40						
X 8 ✓	10	5	50						
X 9	5	5	100						
X									
X									
X									
X									
X									
X	66	40	61						

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF ▨

SCHOOL STAMP	U. S. 2-3	STUDENT NAME	Sandy Owens	STUDENT NUMBER	9	1	2	9
				U. S.	4	5	6	7

GRADE	1	ROOM	109	UNIT	B-Num			
U. S.	9				U. S.	10	11	12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
								SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1	3/11	WB	4	T.Page	12									
2					01									
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE	PRE %	POST %	
	U. 32-33	U. 34-35	TO 78
	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 65-66.

Name Sandy Owens

Count by 10's and fill in the blanks.

16 26 36 45

23 33 43 53 63 73 83 93

38 48 58 68 78 88 98

77 87 97

51 61 71 81 91

19 29 39 49 59 69

Say each line to the Aide.

OK/CAM

You prescribed the following on 3/12:

Page	Reason
10	CET to determine mastery of Skill 4.

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9
U. S. 4 5 6 7

GRADE 1
U. S. 9

ROOM 109

UNIT
U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/11	YMB	4	T.Page	12	27	27					SS	3	
2					01									
3	3/12	YMB	4	10	CET									
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE
PRE % U. 32-33 80
POST. % U. 34-35 95
TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page	**Reason**

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 69-70.

CET I

Your teacher will give you this test.

1. Count by 10's from 2 to 82.
2. Count by 10's from 26 to 76.
3. Count by 10's from 17 to 97.
4. Count by 10's from 43 to 93.

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 4]	[✓ 100%]
NO. OF PTS.	%
3	75
2	50
1	25

Write the missing numerals, counting by 1's.

3, 4, 5, 6, 7, 8

22, 23, 24, 25, 26, 27

68, 69, 70, 71, 72, 73

81, 82, 83, 84, 85

Write the missing numerals, counting backward by 1's.

7, 6, _____, _____, 3, _____, 1

X 33, _____, 31, _____, _____, _____

59, 58, _____, _____, _____, 54

96, _____, _____, _____, _____, _____

CIRCLE CORRECT BOX

TL. PTS.	
30	100%
NO. OF PTS.	%
29	97
28	93
27	90
26	87
25	83
24	80
23	77
22	73
21	70
20	67
19	63
18	60
17	57
16	53
[✓ 15]	[✓ 50]
14	47
13	43
12	40
11	37
10	33
9	30
8	27
7	23
6	20
5	17
4	13
3	10
2	7
1	3

You prescribed the following on 3/15:

Page	Reason
Student Page	Introduces skill; previews work
10	Counting backward; writing numerals in reverse order
12	Writing numerals in reverse order, 79-65
14	Writing numerals in reverse order, 100-1, with written clues

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT B- Yun (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS						CURRICULUM TEST						
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	PART 1 SCORE	PART 1 % S. 72-73	PART 2 SCORE	PART 2 % S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/11	YMB	4	T.Page	12	27	27					SS	3	
2					01									
3	3/12	YMB	4	10	CET			4/4	100	15/30	50	SS	4	
4	3/15	YMB	5	Read Student Page										
5				10										
6				12										
7				14										
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

CH SAMPLE

PRE % U. 32-33 80

POST % U. 34-35 95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

These are the three skill sheets completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ____________________

Check samples on pages 75-76.

Page 10

Can you name the number that is one less than 6?

5.

What number is one less than 5? 4

one less than 3? 2

one less than 11? 10

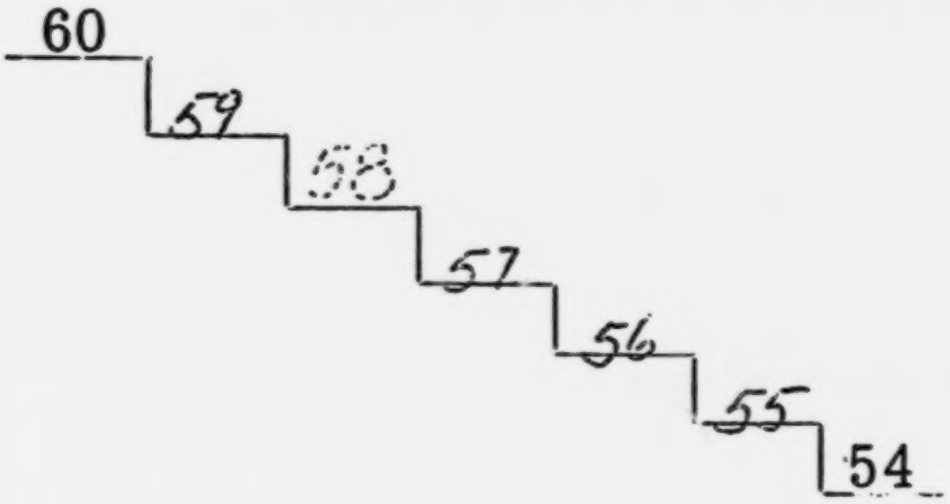
one less than 10? 9

one less than 29? 28

Now count backward and write the missing numbers.

33 32 31 30 29 28

And then count down the number stairs.

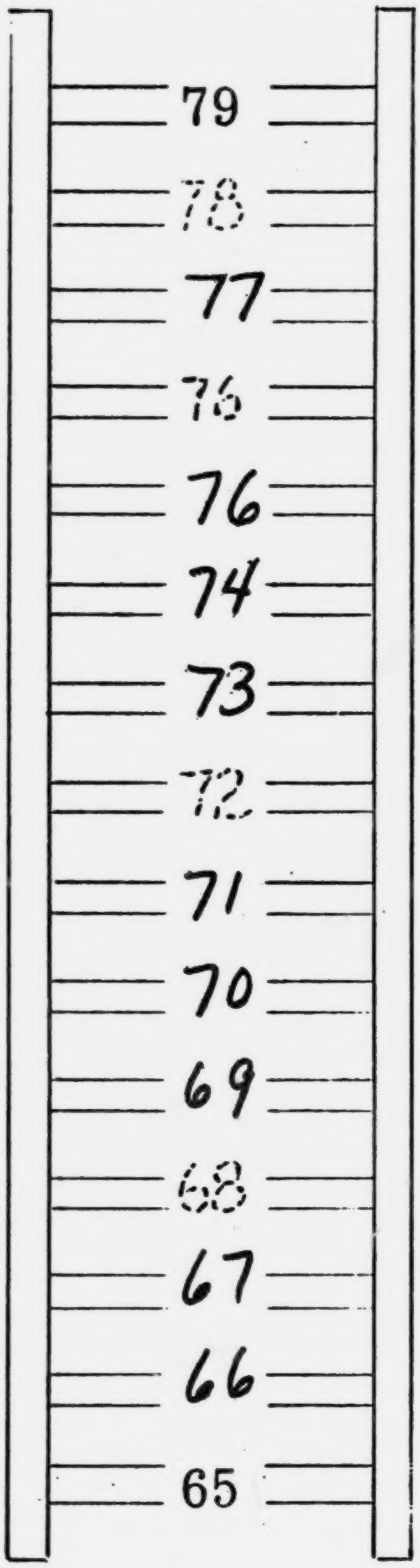


For extra practice, do Page 20.

Page 12

See if you can climb down this ladder.

Write the numerals that come before 79.



79
78
77
76
76
74
73
72
71
70
69
68
67
66
65

For extra practice, do Page 21 .

Fill in the chart, counting backward from 100.

100	99	98	97	96	95	94	93	92	91
90	89	88	87	86	85	84	83	82	81
80	79	78	77	76	75	74	73	72	71
70	69	68	67	66	65	64	63	62	61
60	59	58	57	56	55	54	53	52	51
50	49	48	47	46	45	44	43	42	41
40	39	38	37	36	35	34	33	32	31
30	29	28	27	26	25	24	23	22	21
20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1

For extra practice, do Page 22.

You prescribed the following on 3/16:

Page	Reason
15	CET to determine mastery of Skill 5

Estimate of time needed: ______________________

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP | U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 | U. S. 4 5 6 7

GRADE 1 | U. S. 9

ROOM 109

UNIT 4B-Num | U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/11	YMB	4	T.Page	12	27	27					SS	3	
2					01									
3	3/12	YMB	4	10	CET			4/4	100	16/30	50	SS	4	
4	3/15	YMB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/16	YMB	5	15	CET									
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE % U. 32-33	POST. % U. 34-35	TO 78
80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 79-80.

Page 15

CET I

Fill in the missing numerals, counting forward.

29, 30, 31, 32, 33, 34, 35

65, 66, 67, 68, 69, 70, 71

18, 19, 20, 21, 22, 23, 24

Fill in the missing numerals, counting backward.

11, 10, 9, 8, 7, 6, 5

X 78, 77, 75, 76, 77, 78, 72

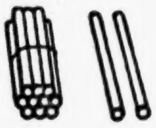
X 82, 81, 82, 83, 84, 85, 76

CIRCLE CORRECT BOX

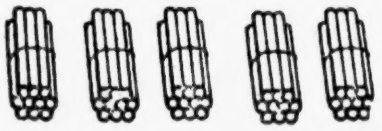
TL. PTS.	
27	100%
NO. OF PTS.	%
26	96
25	93
24	89
23	85
22	81
21	78
20	74
[✓ 19]	[✓ 70]
18	67
17	63
16	59
15	56
14	52
13	48
12	44
11	41
10	37
9	33
8	30
7	26
6	22
5	19
4	15
3	11
2	7
1	4

Write the numeral on the line that tells how many sticks are in the picture.

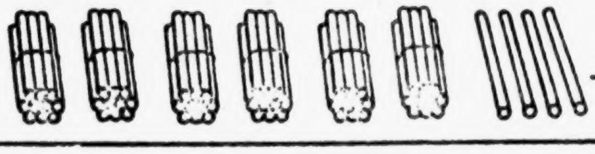
There are 10 sticks in each bundle.



12



50



64

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 3]	[✓ 100%]
NO. OF PTS.	%
2	67
1	33

You prescribed the following on 3/16:

Page		Reason
13	06*	Writing numerals in reverse order; 64-49, 90-83

*The classroom math workbook has a reverse order numeral chart which Sandy can use to correct her work.

Estimate of time needed: 30 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP	U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT PB-Green (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/11	PMB	4	T. Page	12	27	27					SS	3	
2					01									
3	3/12	PMB	4	10	CET			4/4	100	15/30	50	SS	4	
4	3/15	PMB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/14	PMB	5	15	CET			19/27	70	3/3	100	SS		
9				13	06									
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

CH SAMPLE

RE %	POST. %
32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

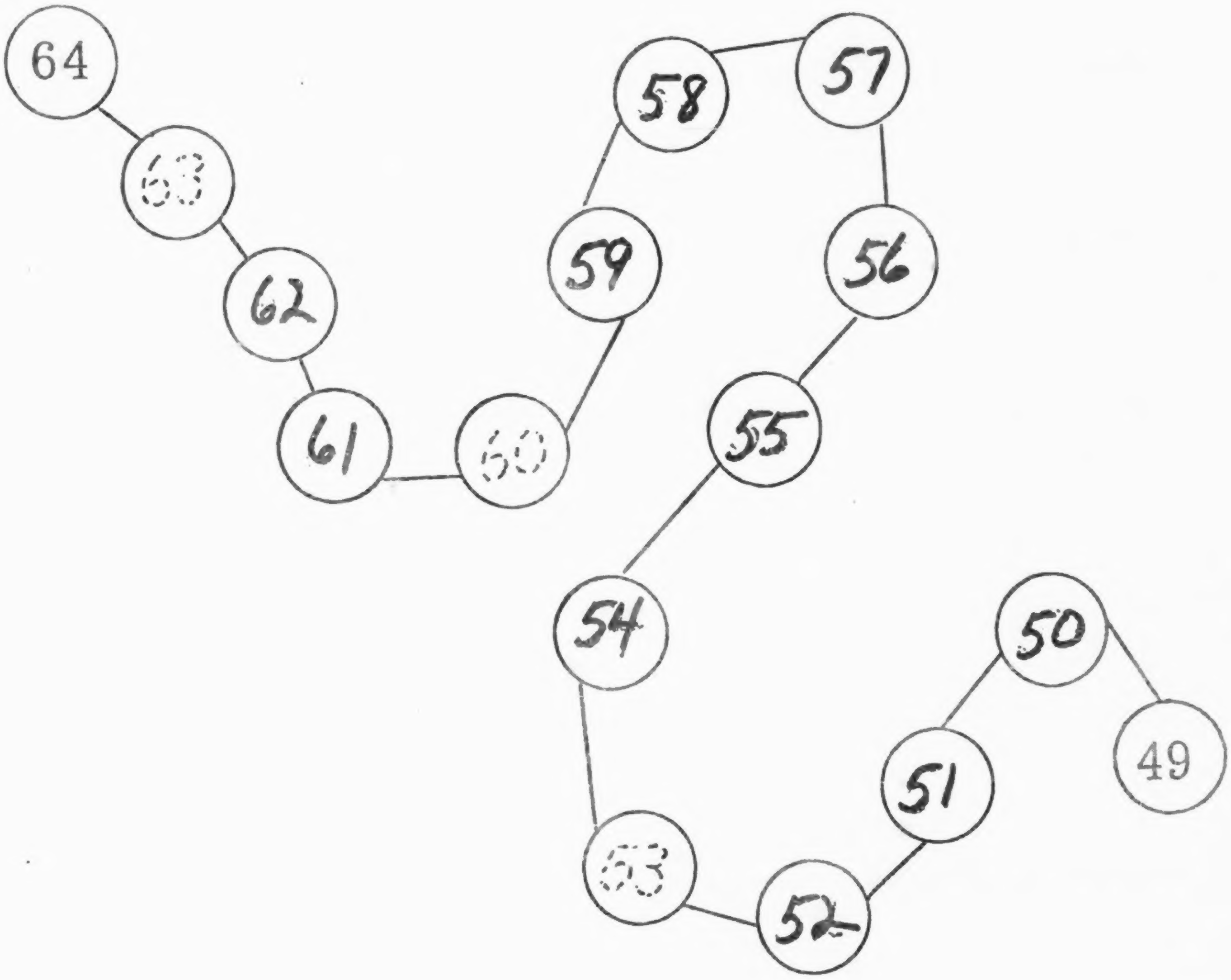
Page	**Reason**

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ________________________

Check samples on pages 83-84.

Number this chain backward from 64.


64
63
62
61
60
59
58
57
56
55
54
53
52
51
50
49

What numerals come before 90?

90, 89, 88, 87, 86, 85, 84, 83

You prescribed the following on 3/16:

Page	Reason
p. 74 - "One By One" - 06	Counting in reverse order from varied points

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 — U. S. 4 5 6 7

GRADE 1 — U. S. 9

ROOM 109

UNIT B-Green — U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	PART 1 SCORE	PART 1 % S. 72-73	PART 2 SCORE	PART 2 % S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/11	YMB	4	T. Page	12	27	27					SS	3	
2					01									
3	3/12	YMB	4	10	CET			4/4	100	15/30	50	SS	4	
4	3/15	YMB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/16	YMB	5	15	CET			19/27	70	3/3	100	SS		
9	3/16	YMB	5	13	06							SS	2	
10		p. 14	"One By One"		06									
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

CH SAMPLE

RE % 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 87-88.

Name Sandy Owens

GET "ONE BY ONE" FROM THE MATH SHELF. TURN TO PAGE 74 AND DO THESE PROBLEMS. WRITE YOUR ANSWERS BELOW:

1. 80 79 78 77 76

2. 97 96 95 94

3. 51 50 49 48 47 46

4. 12 11 10

5. 72 71 70 69

25	25

You prescribed the following on 3/17:

Page	Reason
23	CET II to determine mastery of Skill 5

Estimate of time needed: 25 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT B-Green (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
								SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1	3/11	MB	4	T.Page	12	27	27					SS	3	
2					01									
3	3/12	MB	4	10	CET			4/4	100	15/30	50	SS	4	
4	3/15	MB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/16	MB	5	15	CET			19/27	70	3/3	100	SS		
9	3/16	MB	5	13	06	20	20					SS	2	
10		p.14	"One By One"		06	25	25					SS		
11	3/17	MB	5	23	CET									
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

NCH SAMPLE

PRE %	POST. %
J. 32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 89B-90.

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP | U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT 1B-Num (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/11	YMB	4	T. Page	12	27	27					SS	3	
2					01									
3	3/12	YMB	4	10	CET			4/4	100	15/30	50	SS	4/	
4	3/15	YMB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/16	YMB	5	15	CET			19/27	70	3/3	100	SS		
9	3/16	YMB	5	13	06	20	20					SS	2	
10		p. 74	"One By One"		06	25	25					SS		
11	3/17	YMB	5	23	CET			27/27	100	3/3	100	SS		
12	3/17	YMB	6	9P	CET									
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

CH SAMPLE

RE % 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 91B-92.

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT YB-Num (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/11	YMB	4	T. Page	12	27	27					SS	3	
2					01									
3	3/12	YMB	4	10	CET			4/4	100	15/30	50	SS	1	
4	3/15	YMB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/16	YMB	5	15	CET			19/27	70	3/3	100	SS		
9	3/16	YMB	5	13	06	20	20					SS	2	
10		p. 74	"One By One"		06	25	25					SS		
11	3/17	YMB	5	23	CET			27/27	100	3/3	100	SS	3	
12	3/17	YMB	6	9P	CET			5/5	100	6/6	100	SS	1	
13	3/17	YMB	7	5P	CET									
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

NCH SAMPLE

PRE %	POST. %
. 32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 95-97.

CET I

Write the numeral that comes after the numeral shown.

11 12 44 45 67 68 89 90

Write the numeral that comes before the numeral shown.

13 14 54 55 77 78 79 80

Write the numeral that comes between the numerals shown.

9 10 11 81 82 83

24 25 26 96 97 98

42 43 44 59 60 61

CIRCLE CORRECT BOX

TL. PTS.	
14	100%
NO. OF PTS.	%
13	93
12	86
11	79
10	71
9	64
8	57
7	50
6	43
5	36
4	29
3	21
2	14
1	7

Draw a > or < in the circle to show which of these numerals is smaller.

9 (>) 29 X
12 (<) 6 X
13 (>) 32 X
65 (<) 56 X
78 (<) 74 X
82 (<) 12 X

CIRCLE CORRECT BOX

TL. PTS.	
6	100%
NO. OF PTS.	%
5	83
4	67
3	50
2	33
1	17
0	0

You prescribed the following on 3/18:

Page	Reason
Student Page	Introduces skill; previews work
3	Writes symbol for "less than"
5	Uses < to order two numbers
8	Writes symbol for "greater than"
10	Use > to order two numbers
12	Writes < and > to order numbers

Estimate of time needed: 2 class periods

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP | U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER

9	1	2	9
U. S. 4	5	6	7

GRADE 1 (U. S. 9)

ROOM 109

UNIT B-Num (U. S. 10 | 11 | 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/11	YMB	4	T. Page	12	27	27					SS	3	
2					01									
3	3/12	YMB	4	10	CET			4/4	100	15/30	50	SS	4	
4	3/15	YMB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/16	YMB	5	15	CET			19/27	70	3/3	100	SS		
9	3/16	YMB	5	13	06	20	20					SS	2	
10		p.74	"One By One"		06	25	25					SS		
11	3/17	YMB	5	23	CET			27/27	100	3/3	100	SS	3	
12	3/17	YMB	6	9P	CET			5/5	100	6/6	100	SS	1	
13	3/17	YMB	7	5P	CCT			14/14	100	0/6	0	SS	1	
14	3/18	YMB	8	Read Student Page										
15				3										
16				5										
17.				8										
18				10										

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

CH SAMPLE
RE % 32-33 80
POST. % U. 34-35 95
TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

MATHEMATICS PRESCRIPTION SHEET

PAGE: 3 OF ▨

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER

	9	1	2	9
U. S.	4	5	6	7

GRADE 1 U. S. 9

ROOM 109

UNIT B-Num U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1	3/18	ymB	8	12										
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

UNCH SAMPLE

PRE %	POST. %
U. 32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

These are the five skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 104-106.

Page 3

< means less than.

4 is less than 6.

So 4 $\boxed{<}$ 6.

Read this as "four is less than 6."

Put a < in the circle.

3 is less than 5.

So 3 (<) 5.

Write the words in the blanks.

2 < 4 means

2 is less than 4.

Page 5

Which number of each pair is bigger? Write an answer using <.

Put your answers here.

41	22	22 $\boxed{<}$ 41
62	74	62 $\boxed{<}$ 74
97	99	97 $\boxed{<}$ 99
14	12	12 $\boxed{<}$ 14
47	74	47 $\boxed{<}$ 74
10	100	10 $\boxed{<}$ 100
87	77	77 $\boxed{<}$ 87

Page 8

Fill in the correct symbol or word.

> means greater than.

7 is greater than 2.

So 7 > 2.

Read this as "seven is greater than 2."

Put > in the circle.

6 is greater than 3.

So 6 > 3.

4 > 1 means

4 is greater than 1.

With both < and >, the smaller end points toward the smaller number.

8 < 9

9 > 8

Which number of each pair is bigger? Write an answer using >.

Put your answers here.

72	74	74 > 72
88	83	88 > 83
13	31	31 > 13
97	93	97 > 93
11	100	100 > 11
45	46	46 > 45
0	10	10 > 0

Page 12

Put > or < in the ○.

72 ⧀ 99

66 ⧁ 79 X

53 ⧀ 41 X

32 ⧀ 27 X

10 ⧁ 84 X

75 ⧀ 38 X

17 ⧁ 18 X

26 ⧀ 24 X

For extra practice, do Page 21.

You prescribed the following on 3/21:

Page		Reason
23 R	09*	Write > and < to order numbers; makes sentences using these symbols
24 R	09*	Makes true sentences by writing the < and > symbols
21		Orders two numbers by writing < and >

*Math discs with accompanying skill sheets.

Estimate of time needed: 2 class periods

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF

SCHOOL STAMP | U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER	9	1	2	9
U. S.	4	5	6	7

GRADE 1 (U. S. 9)

ROOM 109

UNIT B-Num (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75		S. 76-77	
1	3/11	MB	4	T. Page	12	27	27					SS	3	
2					01									
3	3/12	MB	4	10	CET			4/4	100	15/30	50	SS	4	
4	3/15	MB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/16	MB	5	15	CET			19/27	70	3/3	100	SS		
9	3/16	MB	5	13	06	20	20					SS	2	
10		p.74	"One By One"		06	25	25					SS		
11	3/17	MB	5	23	CET			27/27	100	3/3	100	SS	3	
12	3/17	MB	6	9P	CET			5/5	100	6/6	100	SS	1	
13	3/17	MB	7	5P	CET			14/14	100	0/6	0	SS	1	
14	3/18	MB	8	Read Student Page								SS		
15				3		4	4					"	1	
16				5		7	7					SS		
17.				8		3	3					"	2	
18				10		7	7					SS		

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE % U. 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

MATHEMATICS PRESCRIPTION SHEET

PAGE: 3 OF

SCHOOL STAMP	U. S. 2-3
STUDENT NAME	Sandy Owens
STUDENT NUMBER	9 / 2 [illegible]
U. S.	4 / 5 / 6 / 7
GRADE	1
U. S.	9
ROOM	109
UNIT	B-Num
U. S.	10 / 11 / 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/18	MB	8	12		1	8					SS	3	
2	3/21	MB	8	23R	09									
3				24R	09									
4				21										
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE % U. 32-33	POST % U. 34-35	TO 78
80	95	

PRE AND POST TEST SCORES								
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

These are the three skill sheets completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ____________________

Check samples on pages 111-112.

Name KEY Date____ Room____ 5 | 7

page 1

Get disc B - Num - 8 - 23R

1. 5 > 3

2. 3 < 5

3. 4 < 7

4. 6 > 2

5. 7 $\boxed{>}$ 5

X 6. 5 < 3 } any reasonable answer

X 7. 2 > 6 }

Name KEY Date_____ Room____ $\boxed{10}\boxed{4}$

page 2

Put > or < in the boxes to make the sentences true.

1. 7 $\boxed{<}$ 9

2. 12 $\boxed{>}$ 8

3. 24 $\boxed{>}$ 27 X

4. 19 $\boxed{<}$ 13 X

5. 87 $\boxed{<}$ 83 X

6. 12 $\boxed{<}$ 36

7. 100 $\boxed{>}$ 51

8. 63 $\boxed{<}$ 42 X

9. 21 $\boxed{>}$ 77 X

10. 90 $\boxed{<}$ 19 X

Page 21

Put < or > in the circle.

17 < 27

39 > 25

79 > 64

92 > 29

41 < 75

58 > 28

64 < 85

32 < 69

You prescribed the following on 3/23:

Page		Reason
Teacher Page	12 01	The teacher made a skill sheet that Sandy will use to write the < and > symbols to order numbers.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 3 OF

SCHOOL STAMP	U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER	9	/	2	9
U. S.	4	5	6	7

GRADE	1
U. S.	9

ROOM 109

UNIT B-Green U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1	3/18	MB	8	12		1	8					SS	3	
2	3/21	MB	8	23R	09	5	7					SS		
3				24R	09	4	10					"	4	
4				21		8	8					SS	5	
5	3/23	MB	8	T.Page	12									
6					01									
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

'PUNCH SAMPLE

PRE %	POST. %	
U. 32-33	U. 34-35	TO 78
80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the skill sheet completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

After analyzing Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ____________________

Check samples on pages 115-116.

SKILL 8

Name Sandy Owens

Put < or > in the circle.

19 < 21

76 < 84

22 > 15

18 < 91

32 > 15

98 > 27

43 > 34

25 < 52

You prescribed the following on 3/24:

Page	Reason
13	CET to determine mastery of Skill 8

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 3 OF

SCHOOL STAMP	U. S. 2-3		
STUDENT NAME	Sandy Owens		
STUDENT NUMBER	9 1 2 9	U. S.	4 5 6 7
GRADE	1	U. S.	9
ROOM	109		
UNIT	13-4run	U. S.	10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			SCORE	% S. 72-73	SCORE	% S. 74-75		S. 76-77	
1	3/18	YMB	8	12		1	8					SS	3	
2	3/21	YMB	8	23R	09	5	7					SS		
3				24R	09	4	10					"	4	
4				21		8	8					SS	5	
5	3/23	YMB	8	T.Page	12	8	8					"		
6					01							S	6	
7	3/24	YMB	8	13	CET									
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

NCH SAMPLE

PRE %	POST. %
U. 32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on both parts of this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ____________________

Check samples on pages 119-120.

CET I

Circle the greatest number in each group.

21 [✓ 26] 24

35 46 [✓ 60]

[✓ 79] 63 74

[✓ 85] 58 53

Circle the smallest number in each group.

[✓ 18] 38 83

34 [✓ 21] 43

57 [✓ 52] 59

71 84 [✓ 60]

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 14]	[✓ 100%]
NO. OF PTS.	%
13	93
12	86
11	79
10	71
9	64
8	57
7	50
6	43
5	35
4	29
3	21
2	14
1	7

Mark greater than, > or less than, <.

2 < 5

23 > 18

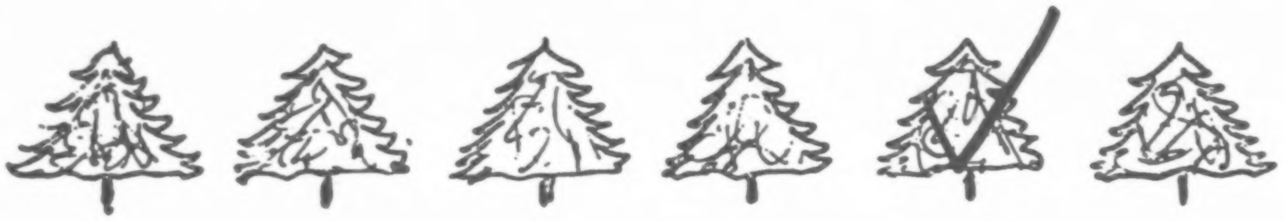
46 > 44

77 < 80

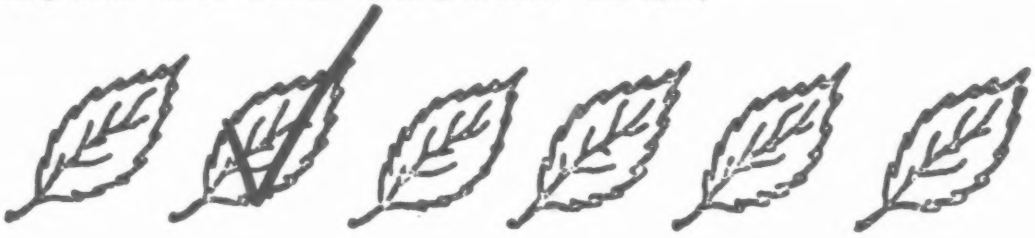
60 > 50

91 < 99

Put a check on the fifth tree.



Put a check on the second leaf.



CIRCLE CORRECT BOX

TL. PTS.	
[✓ 2]	[✓ 100%]
NO. OF PTS.	%
1	50

You prescribed the following on 3/24:

Page	Reason
9 P	CET to determine mastery of Skill 9

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 3 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT YB-Yrua (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/18	YMB	8	12		1	8					SS	3	
2	3/21	YMB	8	23R	09	5	7					SS		
3				24R	09	4	10					"	4	
4				21		8	8					SS	5	
5	3/23	YMB	8	7.Page	12	8	8					"		
6					01							SS	6	
7	3/24	YMB	8	13	CET			14/14	100	2/2	100	"	7	
8	3/24	YMB	9	9P	CET									
9														
10														
11														
12														
13														
14														
15														
.16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

NCH SAMPLE

PRE %	POST. %
J. 32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the CET completed by Sandy and corrected by the Aide.

In the role of the Aide, record the scores on Sandy's Prescription Sheet.

Analyze Sandy's work on this CET.

Based on your analysis of Sandy's work, you prescribe the following on / :

Page	Reason

Record this on Sandy's Prescription Sheet.

Estimate of time needed: ________________________

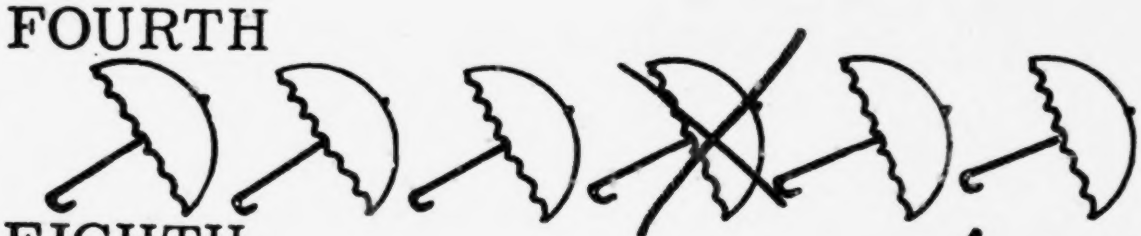
Check samples on pages 123-124.

CET I

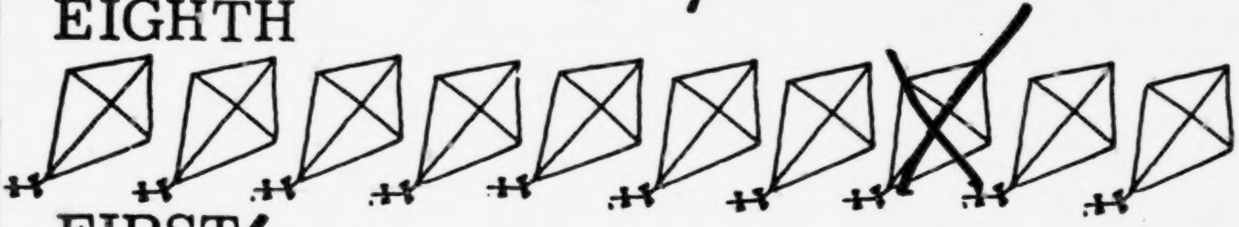
CIRCLE CORRECT BOX	TOTAL PTS.	
	8	100%
	NO. OF PTS.	%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

Draw an X on the thing that is in the position shown by each name.

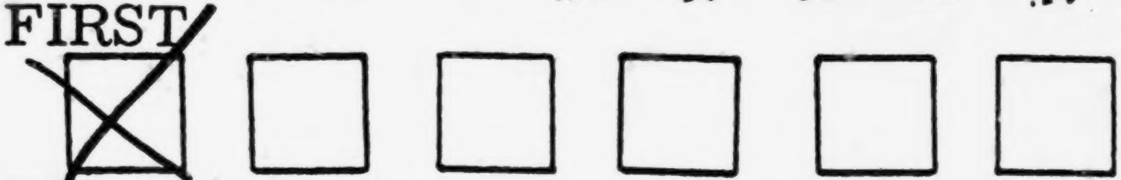
FOURTH



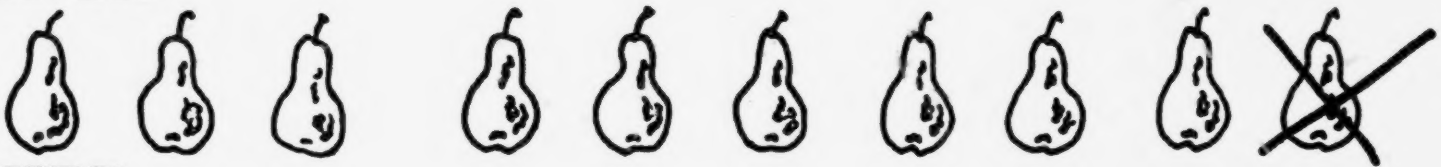
EIGHTH



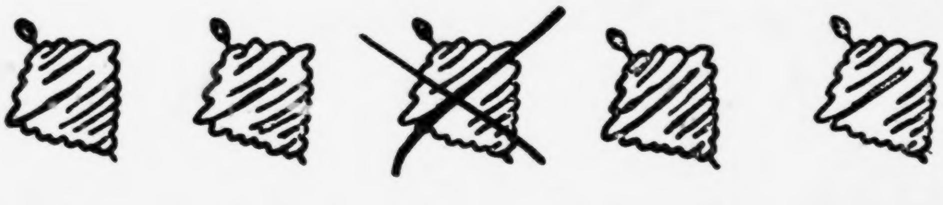
FIRST



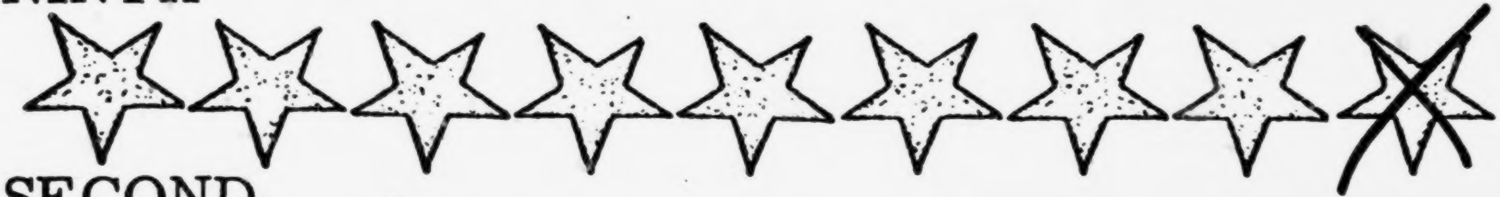
TENTH



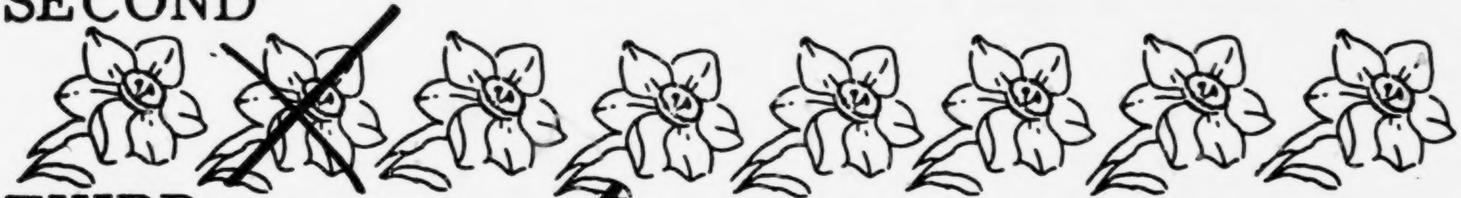
THIRD



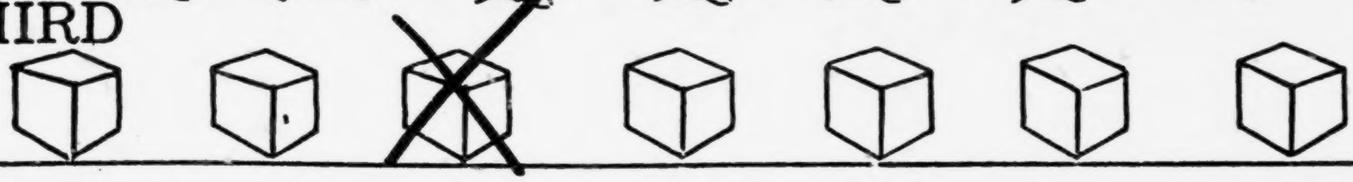
NINTH



SECOND



THIRD



You prescribed the following on 3/25:

Page	Reason
Review	To enable Sandy to review her unit work so that she will be confident in the posttesting situation.
Posttest	To determine mastery of the skills in this unit.

MATHEMATICS PRESCRIPTION SHEET

PAGE: 3 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)

GRADE 1 (U. S. 9)

ROOM 109

UNIT B-Num (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	PART 1 SCORE	PART 1 % S. 72-73	PART 2 SCORE	PART 2 % S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/18	YMB	8	12		1	8					SS	3	
2	3/21	YMB	8	23R	09	5	7					SS		
3				24R	09	4	10					"	4	
4				21		8	8					SS	5	
5	3/23	YMB	8	T. Page	12	8	8					"		
6					01							SS	6	
7	3/24	YMB	8	13	CET			14/14	100	2/2	100	SS	7	
8	3/24	YMB	9	9P	CET			8/8	100	—	—	SS	1	
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

UNCH SAMPLE

PRE % U. 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is a copy of Sandy's completed Posttest that has been corrected by the Aide.

In the role of the Aide, record the Posttest scores on the first Prescription Sheet and on the Unit Test Record on pages [illegible]-7.

Analyze the entire Posttest and identify the skills in which Sandy does not demonstrate mastery.

Based on your analysis, you decide to:

____

____

____

____

____

____

____

____

____

____

____

____

Record your decision on Sandy's Prescription Sheet.

In the role of the Aide, complete the data required for a "mastered" unit on the Prescription Sheet.

Check your completed prescription with the samples beginning on page [illegible].

B NUMERATION (01) POST-TEST SKILL 1

Directions: Circle the numeral in each box which is named by the word.

one [✓ 1] 2 3 4	eight 3 4 7 [✓ 8]
ten 6 4 [✓ 10] 9	three 10 5 6 [✓ 3]
two 10 [✓ 2] 5 6	six 2 4 5 [✓ 6]
four 9 6 5 [✓ 4]	zero [✓ 0] 6 8 10
five [✓ 5] 7 9 8	seven 8 9 [✓ 7] 0

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 10]	[✓ 100%]
NO. OF PTS.	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10

SCHOOL CODE

NAME Sandy Owens

NUMBER 9129 CLASS

MATHEMATICS

[illegible]

LEVEL B

NUMERATION (01)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

Appleton-Century-Crofts Division of Meredith Publishing Company

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DEVELOPMENTAL EDITION

B NUMERATION (01) POST-TEST SKILL 2

CIRCLE CORRECT BOX

TL. PTS.	
5	100 %
NO. OF PTS.	%
4	80
3	60
2	40
1	20

GO TO YOUR TEACHER.
THIS IS AN ORAL TEST.

Teacher: This is an oral test. Count by 1's from 1 to 100.

Teacher: Point to the listed numerals on the chart and ask the child to "Read these numerals, starting here and ending here."

From 8 to 21
From 32 to 48
From 51 to 69
From 73 to 92

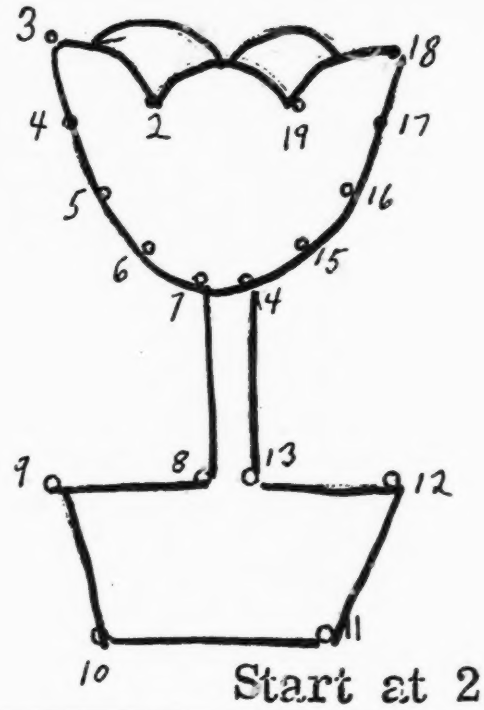
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

B NUMERATION (01) POST-TEST

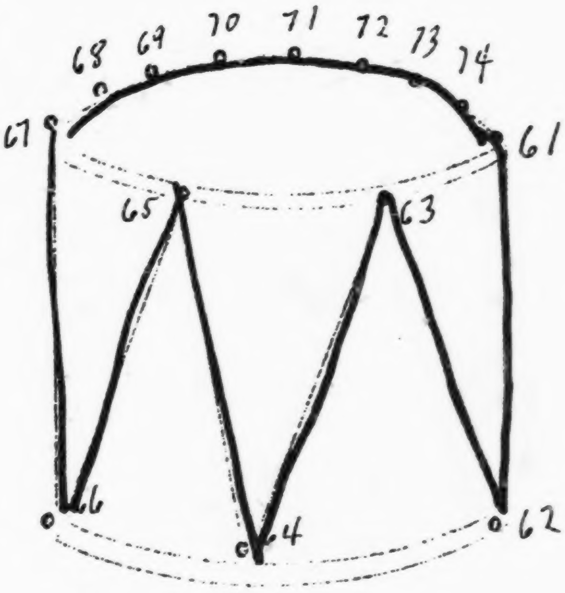
SKILL 3

C I R C L E C O R R E C T B O X	
TL. PTS.	
[✓ 4]	[✓ 100%]
NO. OF PTS.	%
3	75
2	50
1	25

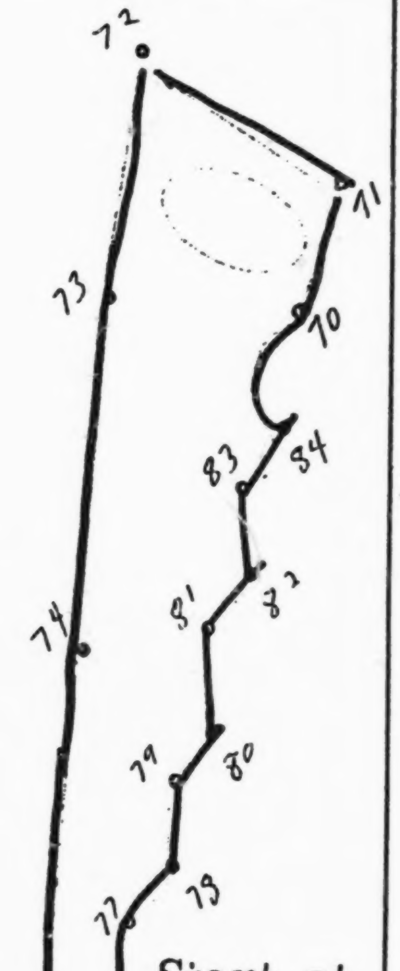
Directions: Connect the dots to make a picture in each box.


3
18
4
2
19
17
5
16
6
15
7
14
9
8
13
12
10
11

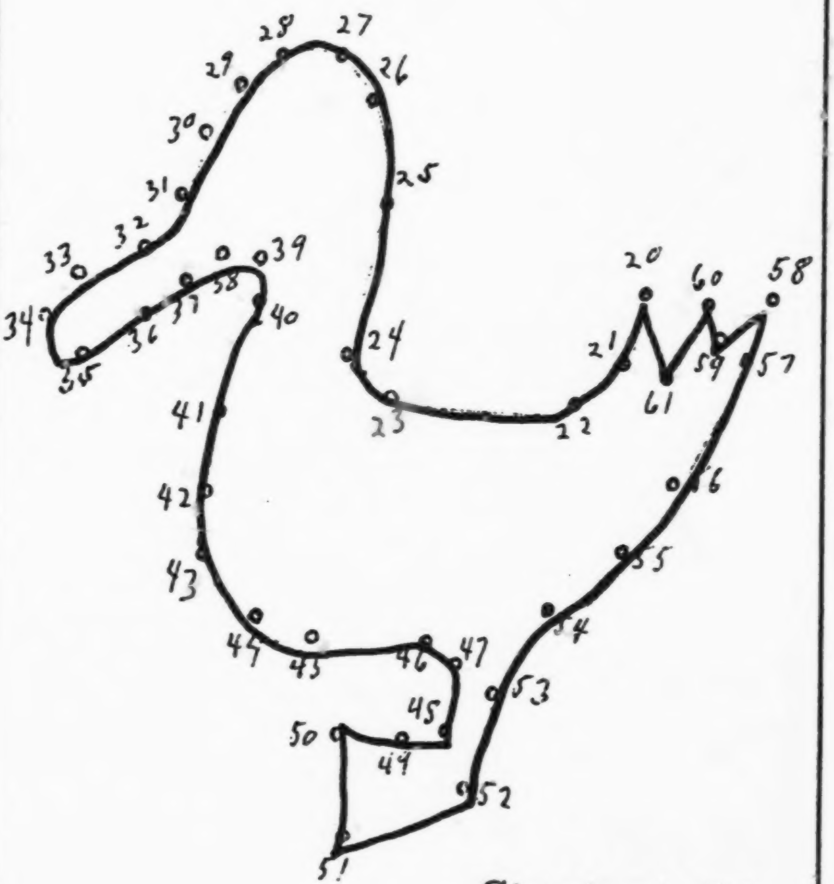
Start at 2.


68
69
70
71
72
73
74
67
61
65
63
66
64
62

Start at 61.


72
71
73
70
83
84
74
81
82
79
80
77
78
75
76

Start at 70.


28
27
29
26
30
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31
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32
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38
37
34
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36
40
24
20
60
58
21
59
57
61
23
22
41
42
56
43
55
54
44
43
46
47
45
53
50
49
52
51

Start at 20.

B NUMERATION (01) POST-TEST SKILL 4

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 5]	[✓ 100 %]
NO. OF PTS.	%
4	80
3	60
2	40
1	20

GO TO YOUR TEACHER
THIS IS AN ORAL TEST.

Teacher: Ask the child to count by tens.

From 7 to 57

From 16 to 76

From 23 to 83

From 38 to 88

From 54 to 94.

B NUMERATION (01) POST-TEST SKILL 5

CIRCLE CORRECT BOX

TL. PTS.	%
[✓ 12]	[✓ 100%]
NO. OF PTS.	%
11	92
10	83
9	75
8	67
7	58
6	50
5	42
4	33
3	25
2	17
1	8

Directions: Count from 1 to 100, and write in the numerals.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Directions: Count backward. Write the numerals in the blanks.

31 30 29 28 27 26 25

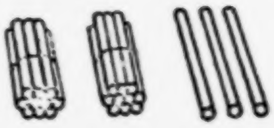
93 92 91 90 89 88 87 86

B NUMERATION (01) POST-TEST SKILL 6

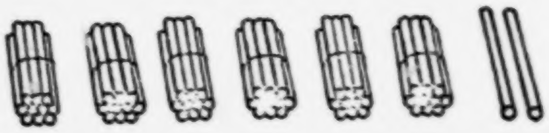
CIRCLE CORRECT BOX

TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
[✓ 3]	[✓ 60]
2	40
1	20

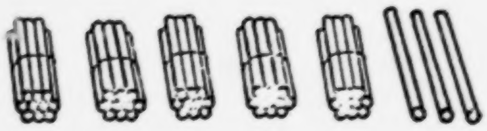
Directions: Write numerals in the blanks to tell how many sticks are in each row. There are 10 sticks in a bundle.



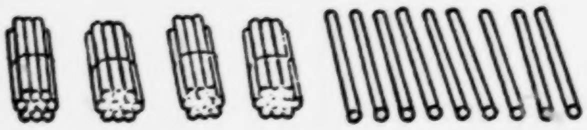
23



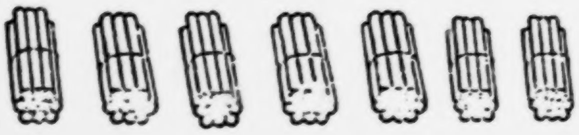
52 X



53



49



60 X

B NUMERATION (01) POST-TEST SKILL 7

CIRCLE CORRECT BOX	TL PTS.	
	[✓ 10]	[✓ 100 %]
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10

Directions: Write the number that comes just after each number below.

82, 83

57, 58

39, 40

63, 64

95, 96

Directions: Write the number that comes just before each number below.

21, 22

45, 46

73, 74

18, 19

92, 93

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 10]	[✓ 100%]
NO. OF PTS.	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10

Directions: Draw a circle around the smallest number in each box.

18 [✓ 16] 19

77 [✓ 47] 57

71 17 [✓ 11]

96 99 [✓ 69]

[✓ 22] 56 29

Directions: Write > or < in each circle to show whether the first number is greater or less than the second number.

39 < 44

14 < 41

78 < 80

49 > 47

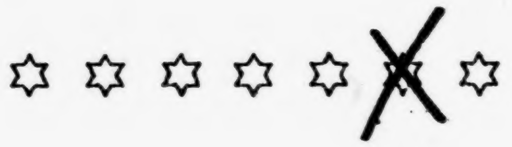
97 > 79

B NUMERATION (01) POST-TEST SKILL 9

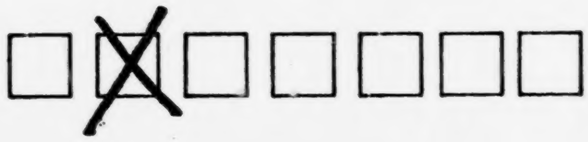
CIRCLE CORRECT BOX	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	[✓ 4]	[✓ 80]
	3	60
	2	40
	1	20

Directions: Count from the arrows and draw a big X on the object named.

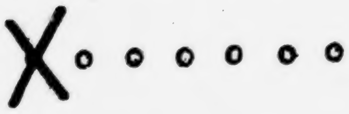
sixth star ——>



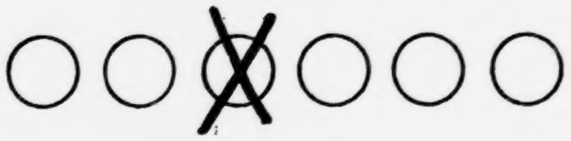
second square ——>



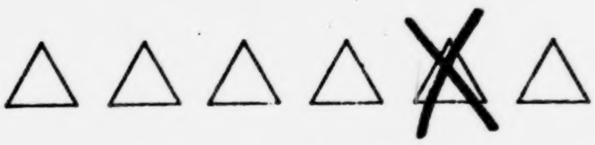
first dot ——>



third circle ——>



fourth triangle ——>



MATHEMATICS PRESCRIPTION SHEET

-122-

PAGE: 1 OF 5

Mastery MB

SCHOOL STAMP	U. S. 2-3	STUDENT NAME Sandy Owens	STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6 7)
GRADE 1 (U. S. 9)	ROOM 109	UNIT B Green 2, 3, 4, 5, 7, 8	U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	3/1	U. 13-16
UNIT ENDED	3/29	U. 17-20
DAYS WORKED*	24	U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/1	MB	Pretest											
2	3/2	MB	2	Read Student Page								SS		
3				7	03	10	10					"		
4				14		5	5					"	1	
5	3/3	MB	2	9	12	16	16					SS		
6				10		20	20					"	2	
7	3/4	MB	2	11		9	20					SS		
8				12		8	10					"	3	
9	3/5	MB	2	16	01	19	19					SS	4	
10	3/8	MB	2	13	CET			6/6	100	2/2	100	SS	5	
11	3/9	MB	3	6P	CET			64/96	65	1/3	33	SS	1	
12	3/10	MB		5	as a CET			26/26	100	—	—	SS	3	
13	3/10	MB	4	Read Student Page										
14				1		21	29					SS		
15				4		10	10					"		
16				5		19	19					"	1	
17.				6		8	8					SS		
18				8		18	25					"	2	

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

	PRE %	POST %	
1	U. 32-33	U. 34-35	TO 78
	80	95	

PRE AND POST TEST SCORES

ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	10	10	100	10	100				
X 2 ✓	5	2	40	5	100				
X 3 ✓	4	3	75	4	100				
X 4 ✓	5	1	20	5	100				
X 5 ✓	12	5	42	12	100				
X 6	5	5	100	3	60	TJ			
X 7 ✓	10	4	40	10	100				
X 8 ✓	10	5	50	10	100				
X 9	5	5	100	4	80	TJ			
X									
X									
X									
X									
X									
X	66	40	61	63	93				

MATHEMATICS PRESCRIPTION SHEET

-123-

PAGE: 2 OF 3

SCHOOL STAMP U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER 9 1 2 9 (U. S. 4 5 6)

GRADE 1 (U. S. 9) ROOM 109

UNIT B-Green (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	3/11	GMB	4	T. Page	12	27	27					SS	3	
2					01									
3	3/12	GMB	4	10	CET			4/4	100	15/30	50	SS	4	
4	3/15	GMB	5	Read Student Page								SS		
5				10		15	15					"		
6				12		13	13					"		
7				14		86	86					"	1	
8	3/16	GMB	5	15	CET			19/27	70	3/3	100	SS		
9	3/16	GMB	5	13	06	20	20					SS	2	
10		p.74	"One By One"		06	25	25					SS		
11	3/17	GMB	5	23	CET			27/27	100	3/3	100	SS	3	
12	3/17	GMB	6	9P	CET			5/5	100	6/6	100	SS	1	
13	3/17	GMB	7	5P	CET			14/14	100	0/6	0	SS	1	
14	3/18	GMB	8	Read Student Page								SS		
15				3		4	4					"	1	
16				5		7	7					SS		
17				8		3	3					"	2	
18				10		7	7					SS		

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

KILL	PRE %	POST %	
29-31	U. 32-33	U. 34-35	TO 78
01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

MATHEMATICS PRESCRIPTION SHEET

-124-

PAGE: 3 OF 3

SCHOOL STAMP	U. S. 2-3

STUDENT NAME Sandy Owens

STUDENT NUMBER	9	1	2	9
U. S.	4	5	6	7

GRADE	1
U. S.	9

ROOM 109

UNIT YB-Yuen			
U. S.	10	11	12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
								SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1	3/15	YMB	8	12		1	8					SS	3	
2	3/21	YMB	8	23 R	09	5	7					SS		
3				24R	09	4	10					"	4	
4				21		8	8					SS	5	
5	3/23	YMB	8	T. Page	12	8	8					"		
6					01							SS	6	
7	3/24	YMB	8	13	CET			14/14	100	2/2	100	"	7	
8	3/24	YMB	9	9P	CET			8/8	100			SS	1	
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE	SKILL	PRE %	POST. %	
	29-31	U. 32-33	U. 34-35	TO 78
	01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

SCHOOL CODE

NAME ______________________________

NUMBER ____________________ CLASS ____________________

ipi

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL B

NUMERATION (01)

SKILL 1

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Supp STS - 1 page

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DEVELOPMENTAL EDITION

TO THE STUDENT

Read these numerals.

6, 2, 4, 0, 9

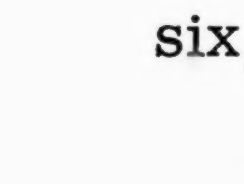
Now read these number words for the numerals.

six, two, four, zero, nine

Read these numerals and the number words for the numerals.

1, 5, 8, 3, 7

one, five, eight, three, seven



There is a precorded tape for this booklet.

Read the words for the numerals.

Numerals	Number Words
0	zero
1	one
2	two
3	three
4	four
5	five

Write the numeral for each number word.

zero ____0____

one △ ____1____

two △ △ ________

three △ △ △ ________

four △ △ △ △ ________

five △ △ △ △ △ ________

Page 3

Write the numeral for each number word.

three 3

five ______

one ______

zero ______

four ______

two ______

For extra practice, do Page 17.

Page 4

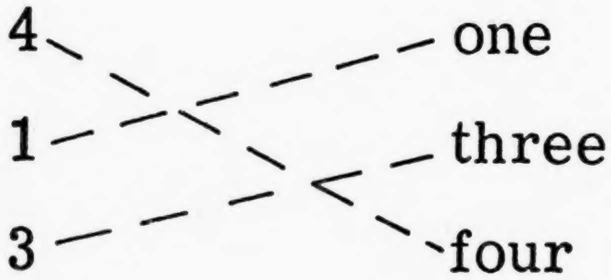
Draw a line from the numeral to the correct number word.

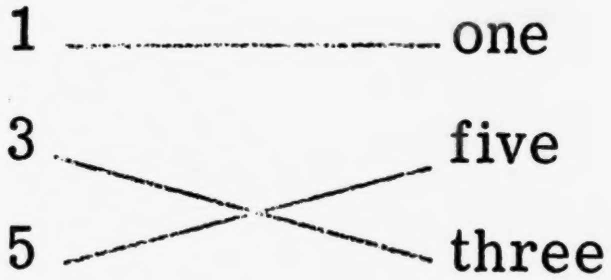
4	three two four	0	two one zero
1	five one three	2	one three two
3	three two five	4	four three five
5	one five two	0	five zero two

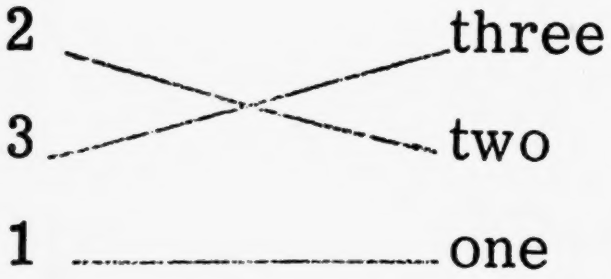
For extra practice, do Page 18.

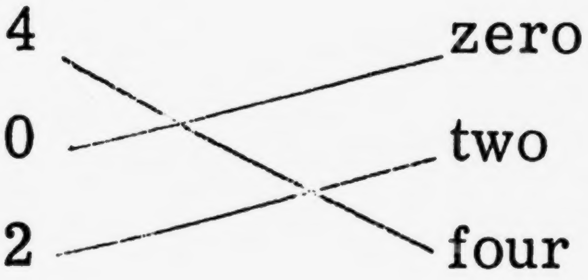
Page 5

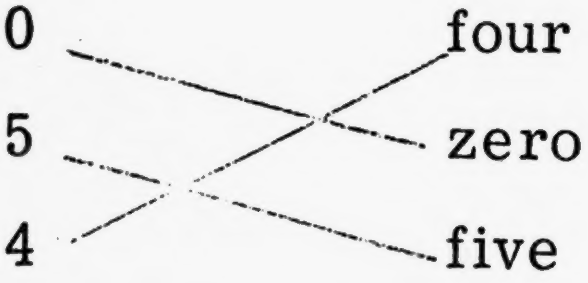
Match the numerals with the number words.

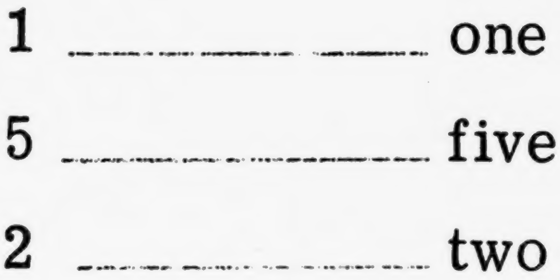

4
1
3
one
three
four


1
3
5
one
five
three


2
3
1
three
two
one

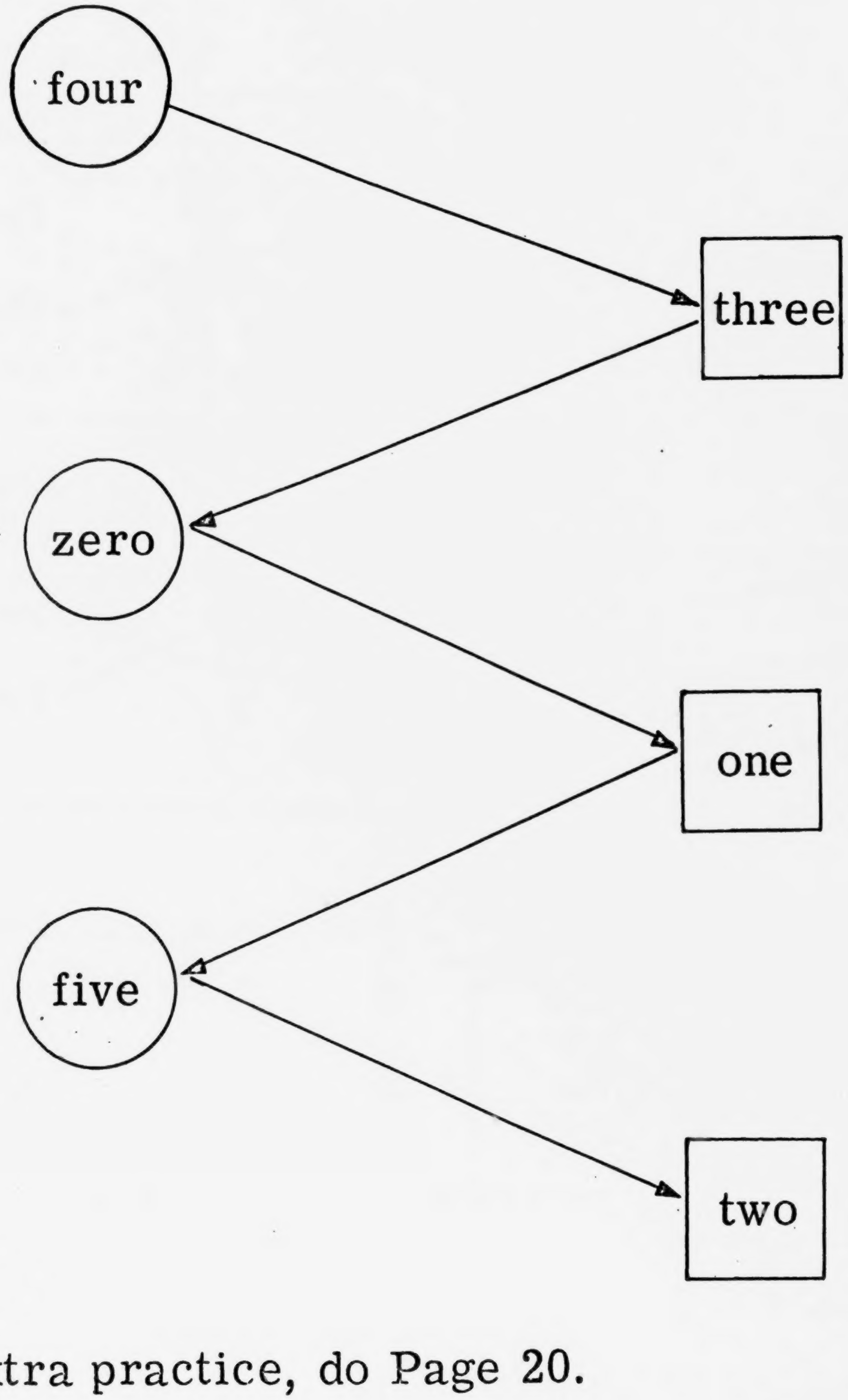

4
0
2
zero
two
four


0
5
4
four
zero
five


1
5
2
one
five
two

For extra practice, do Page 19.

Say these number words out loud.


four
three
zero
one
five
two

For extra practice, do Page 20.

● Read the words for the numerals.

Numerals		Number Words
6	→	six
7	→	seven
8	→	eight
9	→	nine
10	→	ten

Write the numeral for each number word.

six △ △ △ △ △ △ 6

seven △ △ △ △ △ △ △ 7

eight △ △ △ △ △ △ △ △ 9

nine △ △ △ △ △ △ △ △ △ 9

ten △ △ △ △ △ △ △ △ △ △ 10

Write the numeral for each number word.

eight 8	
	ten 10
six 6	
	six 6
nine 9	
	nine 9
seven 7	
	four

Page 10

Draw a line from the numeral to the correct number word.

9	eight seven nine	7	seven six eight
6	six eight ten	9	ten eight nine
8	ten seven eight	6	seven six ten
10	six ten seven	8	six nine eight

For extra practice, do Page 21.

Match the numerals with the number words.

9 eight
6 nine
8 six

10 nine
9 seven
7 ten

7 six
10 ten
6 seven

4 four
8 two
2 eight

8 ten
7 eight
10 seven

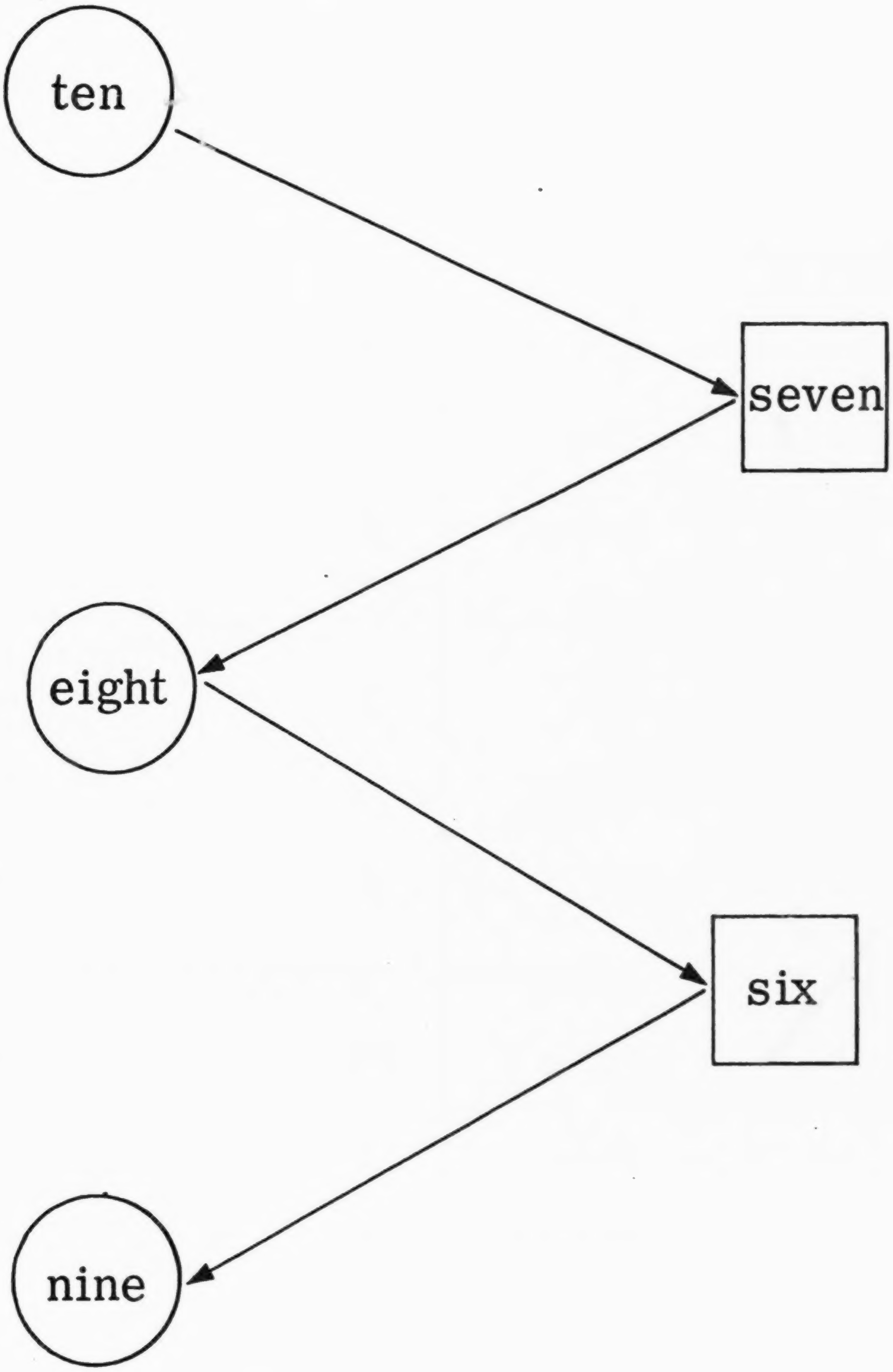
9 six
3 three
6 nine

6 nine
9 six
7 seven

10 one
7 ten
1 seven

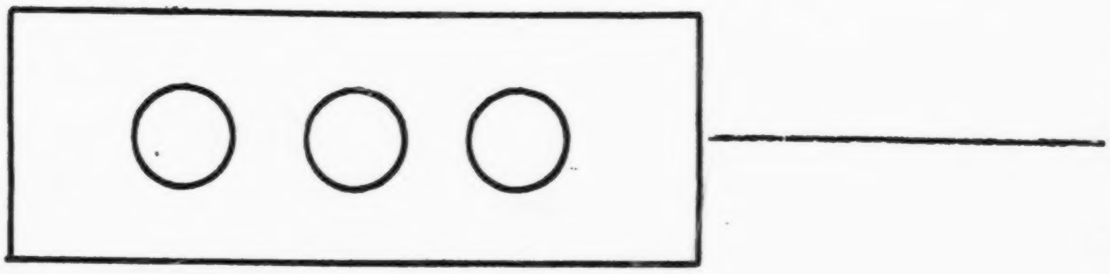
For extra practice, do Page 22.

Say these number words out loud.

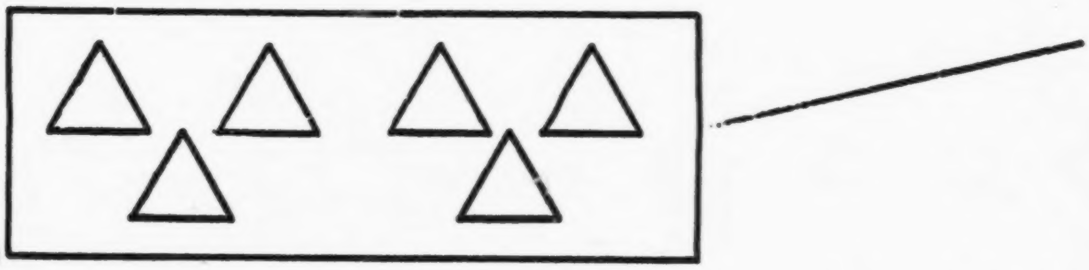

ten
seven
eight
six
nine

Page 13

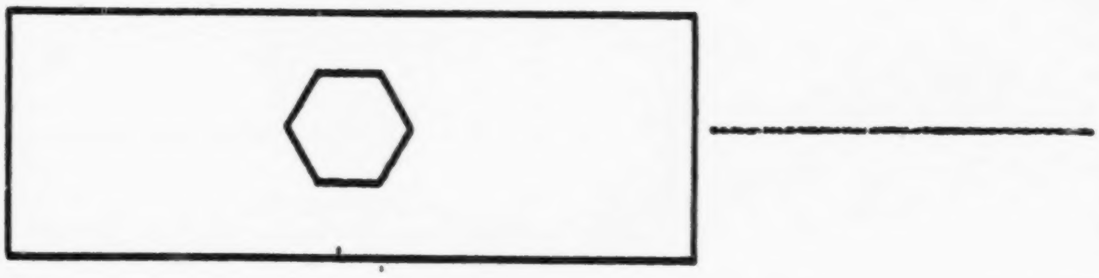
Match each set with the correct number word.



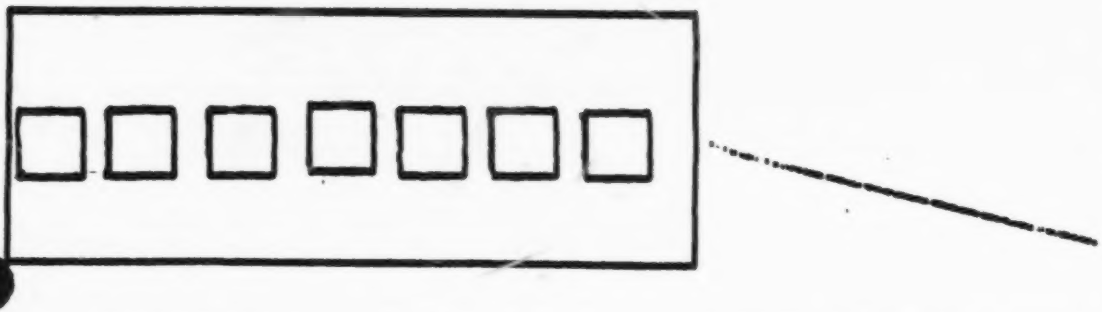
two
three
ten



six
four
seven

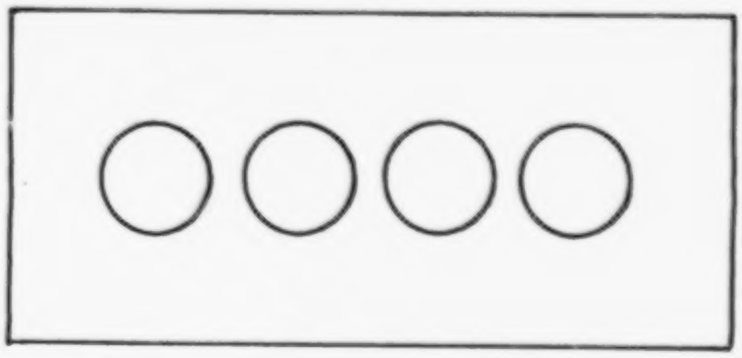


two
one
zero



eight
nine
seven

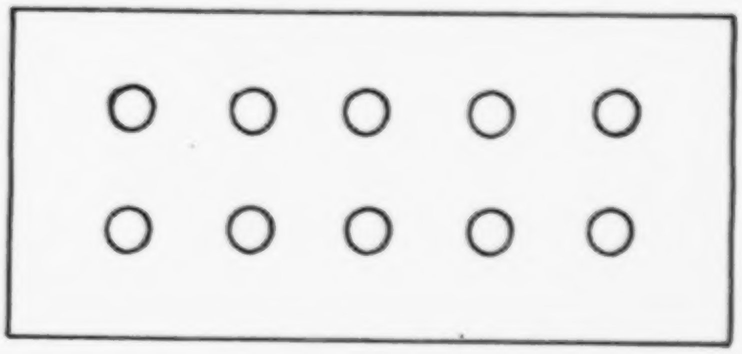
Match each set with the correct number word.



two

four

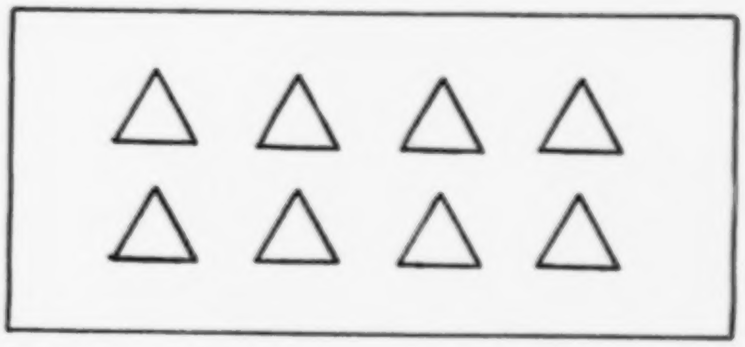
six



ten

two

three

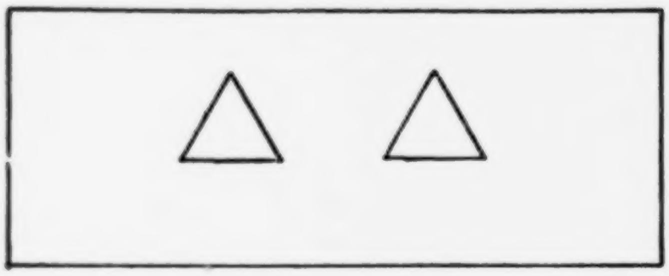


seven

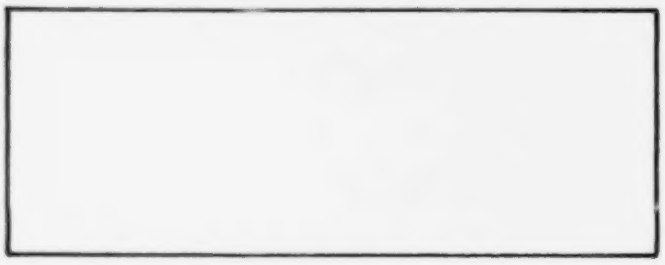
nine

eight

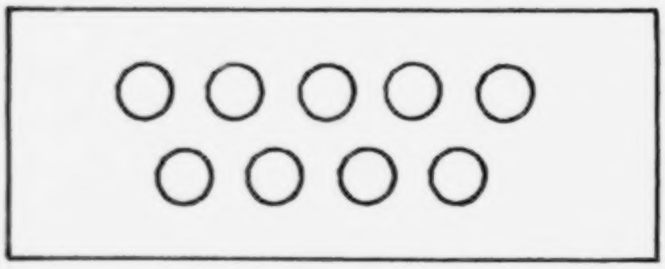
Match each set with the correct number word.



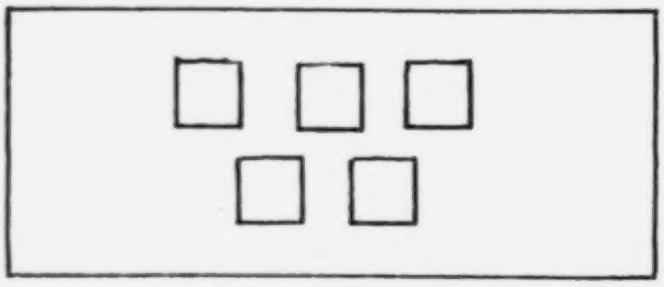
four
two
one



one
four
zero



six
three
nine



five
four
six

CET I

Circle the numeral that matches the word in each box.

	1		0		4
eight	3	zero	10	three	3
	8		6		9

CIRCLE CORRECT BOX

TL. PTS.	
15	100
NO. OF PTS.	%
14	93
13	87
12	80
11	73
10	67
9	60
8	53
7	47
6	40
5	33
4	27
3	20
2	13
1	7

Circle the word that tells how many in each group.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○	zero two ten	△ △	two three nine	□□□ □□□	eight six seven

Oral test. Read each word to the teacher.

seven ten two
one eight nine
four six five

CIRCLE CORRECT BOX

TL. PTS.	
18	100%
NO. OF PTS.	%
17	94
16	89
15	83
14	78
13	72
12	67
11	61
10	56
9	50
8	44
7	39
6	33
5	28
4	22
3	17
2	11
1	6

Oral test. Read the numerals to the teacher.

9, 10, 11, 12, 13, 14
35, 36, 37, 38, 39, 40
77, 78, 79, 80, 81, 82

CET I

Circle the numeral that matches the word in each box.

	1		[✓ 0]		4
eight	3	zero	10	three	[✓ 3]
	[✓ 8]		6		9

CIRCLE CORRECT BOX

TL. PTS.	
15	100%
NO. OF PTS.	%
14	93
13	87
12	80
11	73
10	67
9	60
8	53
7	47
6	40
5	33
4	27
3	20
2	13
1	7

Circle the word that tells how many in each group.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○	zero		[✓ two]	□ □ □ □ □ □	eight
	two	△ △	three		[✓ six]
	[✓ ten]		nine		seven

Oral test. Read each word to the teacher.

seven ten two
one eight nine
four six five

Oral test. Read the numerals to the teacher.

9, 10, 11, 12, 13, 14
35, 36, 37, 38, 39, 40
77, 78, 79, 80, 81, 82

CIRCLE CORRECT BOX

TL. PTS.	
18	100%
NO. OF PTS.	%
17	94
16	89
15	83
14	78
13	72
12	67
11	61
10	56
9	50
8	44
7	39
6	33
5	28
4	22
3	17
2	11
1	6

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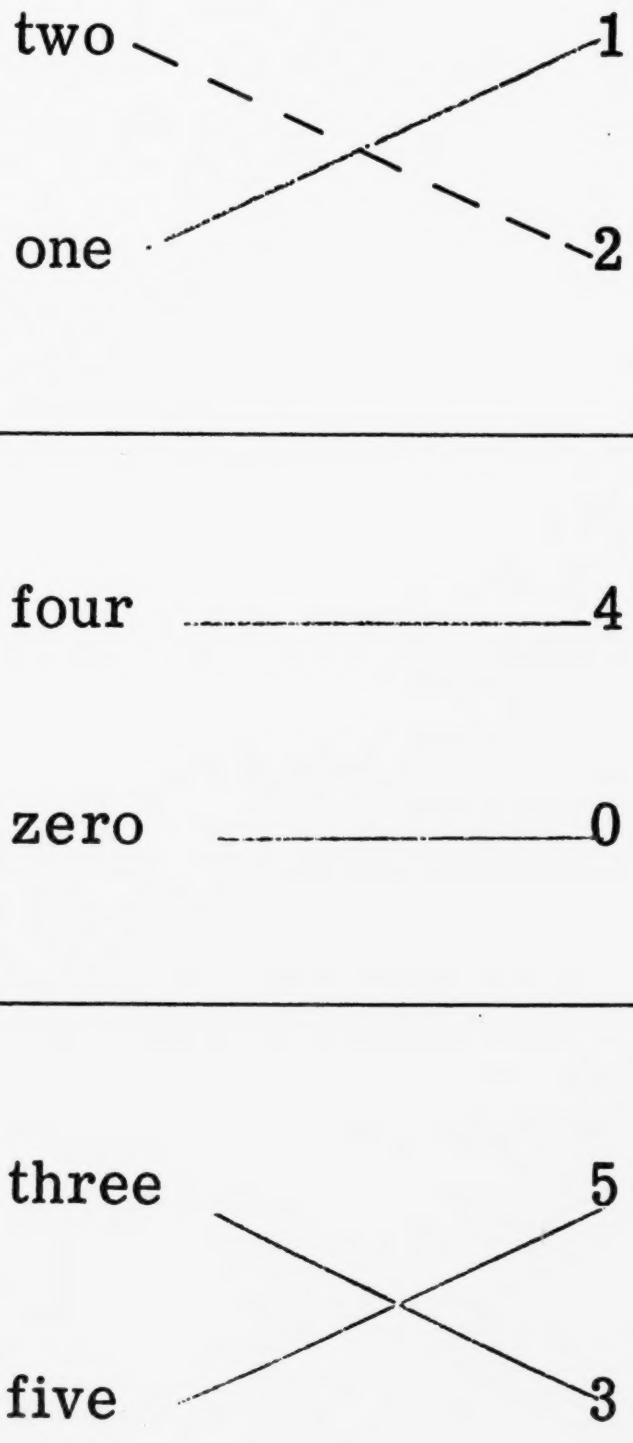
Match the numeral with the correct number word.


two
1
one
2
four
4
zero
0
three
5
five
3

Page 18

Draw a line from the numeral to the correct number word.

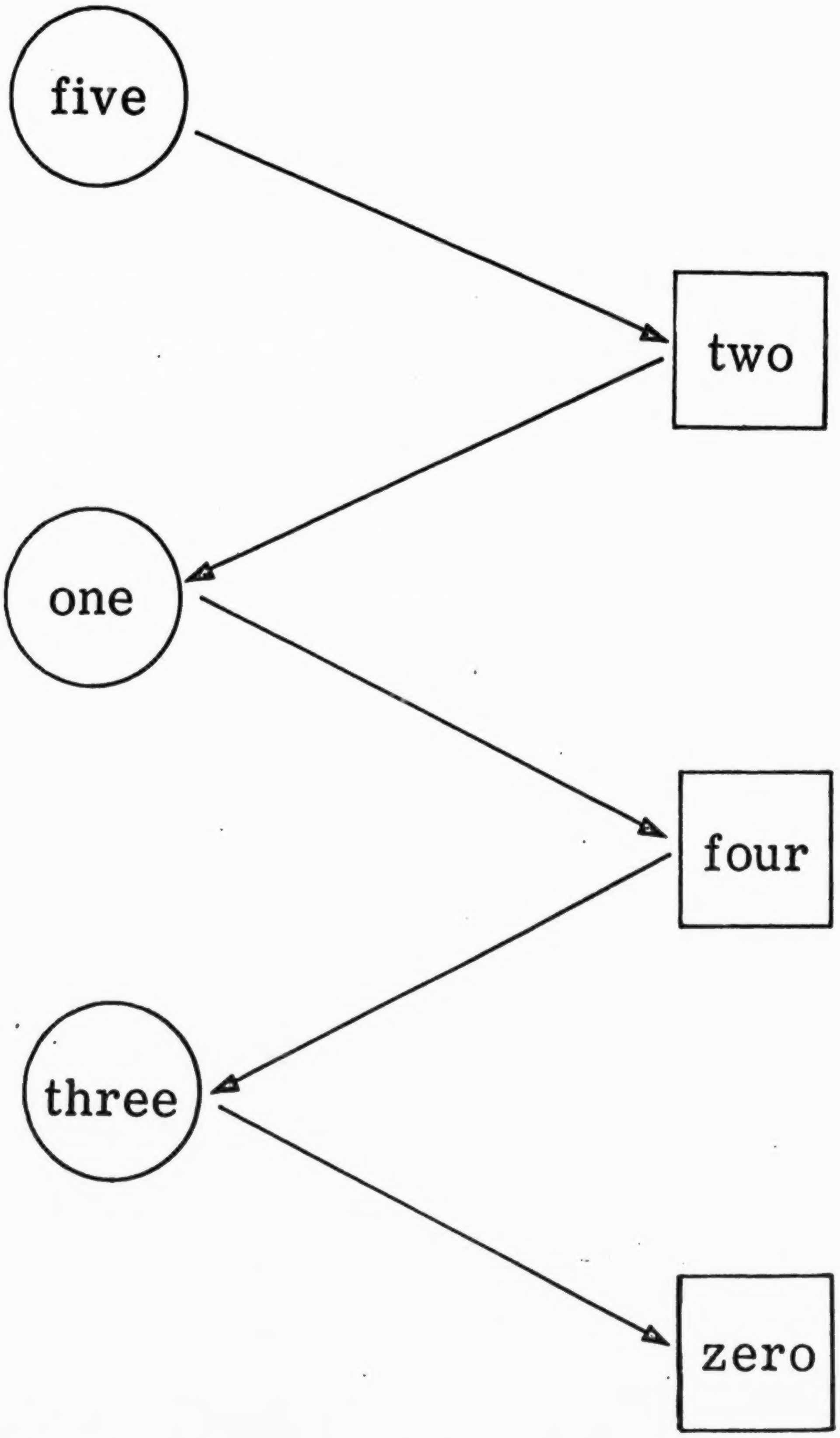
0	one zero	3	three one
1	one two	4	five four
2	four two	5	two five

(Circle) the correct numeral for each number word.

five 4 2 [✓ 5]	four 2 0 4
three 3 4 0	one 5 1 0
zero 5 0 1	five 4 5 0
two 2 3 4	four 4 3 5

Page 20

Say these number words out loud.


five
two
one
four
three
zero

Draw a line from the numeral to the correct number word.

6

six eight ten

10

eight ten seven

8

seven six eight

7

nine seven ten

9

six ten nine

Circle the correct numeral for the number word.

seven	[✓ 7] 9
nine	9 10
ten	10 8
six	9 6
eight	8 7

CET II

Circle the numeral that matches the word in each box.

	2		1		10
two	4	nine	9	ten	0
	6		7		9

Circle the word that tells how many in each group.

○ ○	five	□□□	two	△△△	two
○	six	□	seven	△△△	nine
○ ○	three	□□□	five	△△△	eight

CIRCLE CORRECT BOX	TL. PTS.	
	15	100%
	NO. OF PTS.	%
	14	93
	13	87
	12	80
	11	73
	10	67
	9	60
	8	53
	7	47
	6	40
	5	33
	4	27
	3	20
	2	13
	1	7

Oral test. Read each word to the teacher.

zero
ten
six
one
three
eight
five
seven
two

Oral test. Read the numerals to the teacher.

3, 4, 5, 6, 7, 8
15, 16, 17, 18, 19, 20
33, 34, 35, 36, 37, 38

CIRCLE CORRECT BOX	TL. PTS.	
	18	100%
	NO. OF PTS.	%
	17	94
	16	89
	15	83
	14	78
	13	72
	12	67
	11	61
	10	56
	9	50
	8	44
	7	39
	6	33
	5	28
	4	22
	3	17
	2	11
	1	6

CET II

Circle the numeral that matches the word in each box.

	[✓ 2]		1		[✓ 10]
two	4	nine	[✓ 9]	ten	0
	6		7		9

CIRCLE CORRECT BOX	TL. PTS.	
	15	100%
	NO. OF PTS.	%
	14	93
	13	87
	12	80
	11	73
	10	67
	9	60
	8	53
	7	47
	6	40
	5	33
	4	27
	3	20
	2	13
	1	7

Circle the word that tells how many in each group.

○ ○ ○ ○ ○	[✓ five] six three	□□□ □ □□□	two [✓ seven] five	△△△ △△△ △△△	two [✓ nine] eight

Oral test. Read each word to the teacher.

zero	one	five
ten	three	seven
six	eight	two

CIRCLE CORRECT BOX	TL. PTS.	
	18	100%
	NO. OF PTS.	%
	17	94
	16	89
	15	83
	14	78
	13	72
	12	67
	11	61
	10	56
	9	50
	8	44
	7	39
	6	33
	5	28
	4	22
	3	17
	2	11
	1	6

Oral test. Read the numerals to the teacher.

3, 4, 5, 6, 7, 8
15, 16, 17, 18, 19, 20
33, 34, 35, 36, 37, 38

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Standard Teaching Sequence, Con't.

1967 - 68

Teaching Aids:

Milton Bradley	Understand Numbers - reverse side of cards
Milton Bradley	Count to Ten Game
Dolch	First Arithmetic Game
Scott-Foresman	Arithmetic Readiness Cards - Set 2

Instructo Flannel Board Cut-outs
Judy Basic No. Facts: 1-10

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1966 Let's Begin (Primer)		56, 62
Harcourt, Brace, & World, 1965 One By One (Grade 1)		11
Harcourt, Brace, & World, 1965 Two By Two (Grade 2)		5

Page 15

LEVEL B, NUMERATION, SKILL 1

OBJECTIVE: Given number words for numbers zero to ten, reads words orally and matches words with numerals or structured groups.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Reads numerals and corresponding number words in sequence orally, 0-5.	
2.	Writes numerals in sequence for number words with pictures, 0-5.	
3.	Writes numerals for number words, 0-5.	17
4.	Matches numeral with correct number word, 0-5.	18
5.	Matches numerals with correct number words, 0-5.	19
6.	Reads number words 0-5 orally.	20
7.	Reads numerals and corresponding number words in sequence orally, 6-10.	
8.	Writes numerals in sequence for number words with pictures, 6-10.	
9.	Writes numerals for number words, 6-10.	
10.	Matches numeral with correct number word, 6-10.	21
11.	Matches numerals with correct number words, 1-10.	22
12.	Reads number words 6-10 orally.	
13.	Matches structured group with correct number word. 0-10.	
14.	Matches structured group with correct number word. 0-10.	
15.	Matches structured group with correct number word. 0-10.	
16.	CET I.	
	CET II.	23

There is a prerecorded tape for this booklet.

Circle pages that are to be done.

SCHOOL CODE

NAME ______________________________

NUMBER ______________ CLASS ______________

ipi

[illegible]

MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL B
NUMERATION (01)
SKILL 2

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

You have learned the number words for numerals from 1 to 10 and how to read and count them.

This booklet will show you how to read and count numerals from 1 to 100.

Read these numerals out loud. Say the missing numerals, then write them.

51, 52, 53, ______, 55,

56, ______, 58, 59

Answers

54

57

There is a prerecorded tape for this booklet.

Page 1

You have learned to count the numerals from 1 to 10. Now read them out loud.

1 2 3

4 5 6

7 8 9

10

Now say them again without looking at the page.

Here are the numerals which follow 10. Read them out loud.

11 12 13

14 15 16

17 18 19

20

Now repeat the numerals slowly.

Look at the first line of numerals. Say them slowly. Do the same with the second line. Say the missing numerals out loud. Then write them in the blanks.

1	2	3	4	5	6	7	8	9	10
1	2		4	5		7		9	

Say the first line of numerals. Say the missing numerals, then write them in the spaces.

11	12	13	14	15	16	17	18	19	20
11		13		15		17			20

Say these numerals out loud and say the missing numerals as you go. Then write them.

1	2		4	5		7		9	10
	12	13		15			18		20

After counting

11 – 12 – 13 – 14 – 15 – 16 – 17 – 18 – 19 – 20,

you can count from 20 to 30.

21___ 22___ 23___

24___ 25___

26___ 27___ 28___

29___ 30___

Read the numerals out loud. Say them again without looking at the page. Now try saying all the numerals from 10 to 30, without looking at the page.

Read these numerals out loud. Say the missing numerals, then write them.

11 12 13 14 15

16 18 20

21 22 24

26 28 30

Read the numerals and say them aloud. Here are the numerals which follow 30.

31 32 33

34 35 36

37 38 39

40

Now repeat them slowly.

Here are the numerals from 41 to 50. Look at each one and say it out loud.

41 42 43 44

45 46 47 48

49 50

Read these numerals out loud and slowly. Then say them again without looking at the page.

For extra practice, do Page 14.

Read out loud. Say the missing numerals, then write them.

31 32 33 34 35

36 38 40

41 42 44

46 48 49 50

Read these numerals and as you say them, fill in the missing numerals.

21 22 24 26 27 29 30

31 33 35 36 38 40

42 44 45 47 49 50

51 54 57 59 60

Now say all the numerals without looking at the page.

These are the numerals that come after 60.

Read these numerals out loud.

61 62 63 64 65

66 67 68 69 70

71 72 73 74 75

76 77 78 79 80

Now read the numerals slowly over again.

Page 11

These numerals come after 80 and go to 100.

Read them aloud.

81 82 83 84 85

86 87 88 89 90

91 92 93 94 95

96 97 98 99 100

For extra practice, do Page 15.

Page 12

Fill in the missing numerals and read all the numerals aloud.

	2		4	5		7	8	9	
11			14				18	19	20
	22			25	26		28		30
31		33			36			39	
	42			45	46		48		50
51	52			55		57		59	
61			64	65	66		68	69	
	72		74				78	79	80
		83			86		88	89	
91	92			95			98		100

Repeat the numbers while looking at the page.

Now say them again without looking at the page.

For extra practice, do Page 16.

CET I

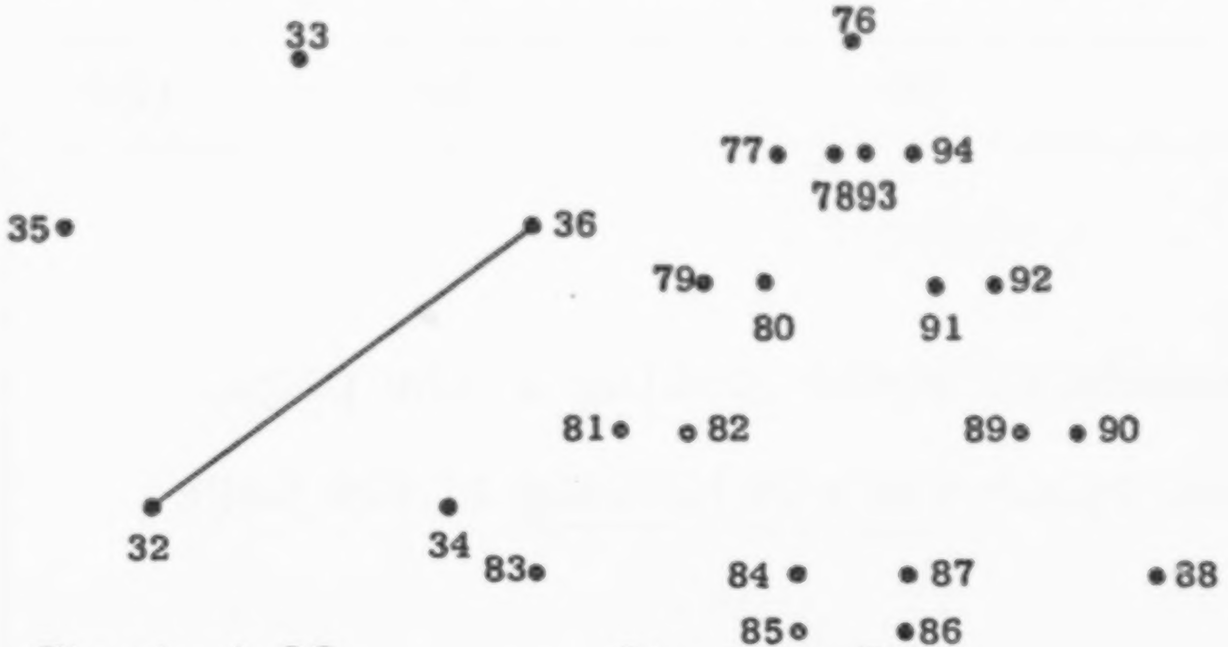
Oral Test. Read the numbers to the teacher.

7	8	9	10	11	12
21	22	23	24	25	26
45	46	47	48	49	50
69	70	71	72	73	74
83	84	85	86	87	88
95	96	97	98	99	100

CIRCLE CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

Oral Test. Count from 1 to 100.

Connect the dots to make the pictures.


33
35
36
32
34
76
77
78
93
94
79
80
91
92
81
82
89
90
83
84
87
88
85
86

Start at 32. Start at 76.

CIRCLE CORRECT BOX	TL. PTS.	
	[illegible]	100%
	NO. OF PTS.	%
	1	50

Read these numerals and say them out loud.

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

21 22 23 24 25 26 27 28 29 30

31 32 33 34 35 36 37 38 39 40

41 42 43 44 45 46 47 48 49 50

Try to repeat them without looking at the page.

Read all the numerals from 1 to 100 out loud.

Now try saying them without looking at the page.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Page 16

Fill in the missing numerals and read all the numerals out loud.

51	52		54		56	57	58	59	60
61		63		65	66		68	69	
	72	73		75		77		79	80
	82			85	86		88		90
91	92		94		96	97		99	

Now repeat all the numerals without looking at the page.

CET II

Go to your teacher.

Oral Test. Read these numbers to the teacher.

9 10 11 12 13 14 15

16 17 18 19 20

28 29 30 31 32 33 34 35 36

52 53 54 55 56

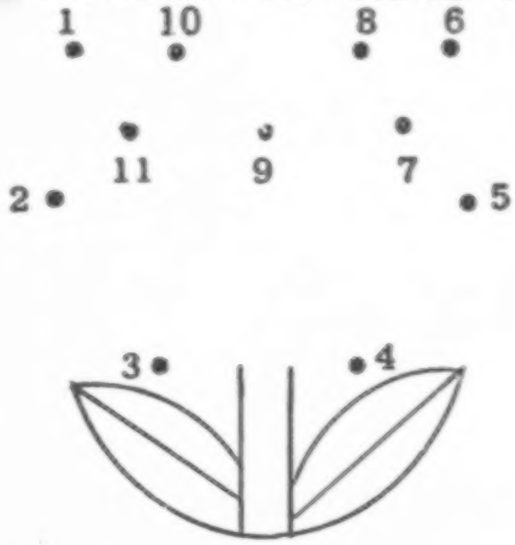
69 70 71 72 73 74 75 76 77 78

97 98 99 100

Now count from 1 to 100.

CIRCLE CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

Connect the dots to make the pictures.


1
10
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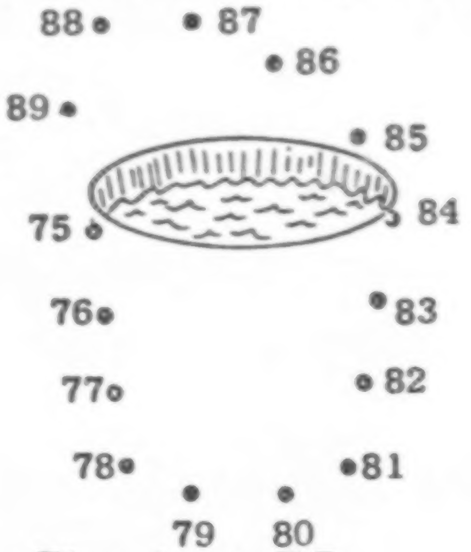
11
9
7
2
5
3
4

Start at 1


88
87
86
89
85
75
84
76
83
77
82
78
81
79
80

Start at 75

CIRCLE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

LEVEL B, NUMERATION, SKILL 2

Page 18

OBJECTIVE: Presented with an ordered arrangement of numerals from 0 to 100, reads them on request from any starting point. Counts orally by 1's to 100.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Counts from 1 to 10.	
2.	Counts from 11 to 20.	
3.	Counts from 1 to 10 and 11 to 20; says missing numerals and writes them.	
4.	Counts from 20 to 30 and writes numerals.	
5.	Counts from 11 to 30 and writes numerals.	
6.	Counts from 31 to 40.	
7.	Counts from 41 to 50.	14
8.	Counts from 31 to 50; says missing numerals and writes them.	
9.	Counts from 21 to 60; says missing numerals and writes them.	
10.	Counts from 61 to 80.	
11.	Counts from 81 to 100.	15
12.	Counts from 1 to 100; says missing numerals and writes them.	16
13.	CET I.	
	CET II.	17

There is a prerecorded tape for this booklet.

Circle pages that are to be done.

SCHOOL CODE ☐

NAME ____________________

NUMBER ____________________ **CLASS** ____________________

ipi

individually prescribed instruction

MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL B

NUMERATION (01)

SKILL 3

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts ACC Division of Meredith Publishing Company

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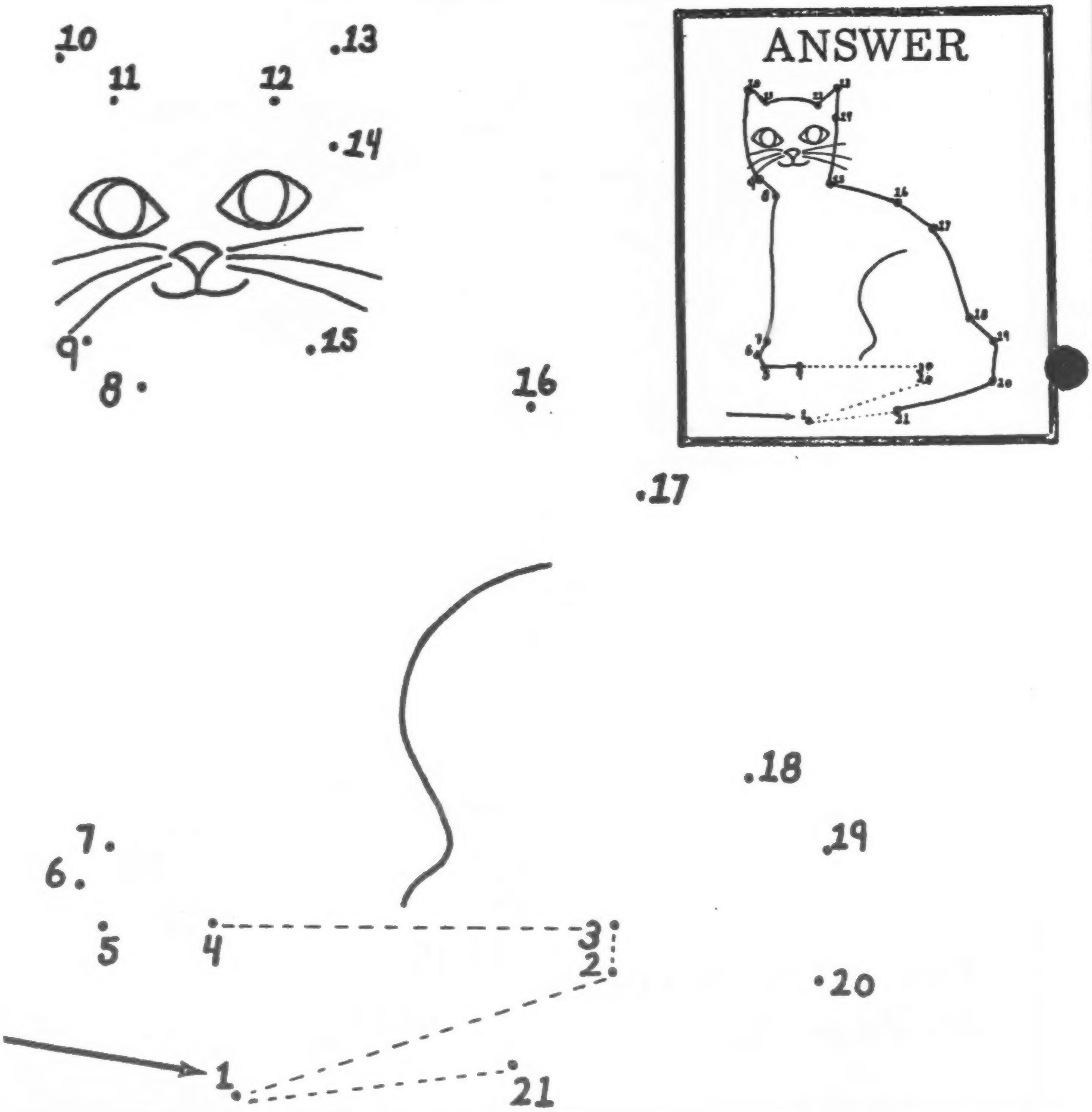
DEVELOPMENTAL EDITION

TO THE STUDENT

Can you draw the picture below? Starting from the arrow, count from 1, and draw lines from dot to dot as you count.


ANSWER
10
11
12
13
14
9
8
15
16
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18
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4
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2
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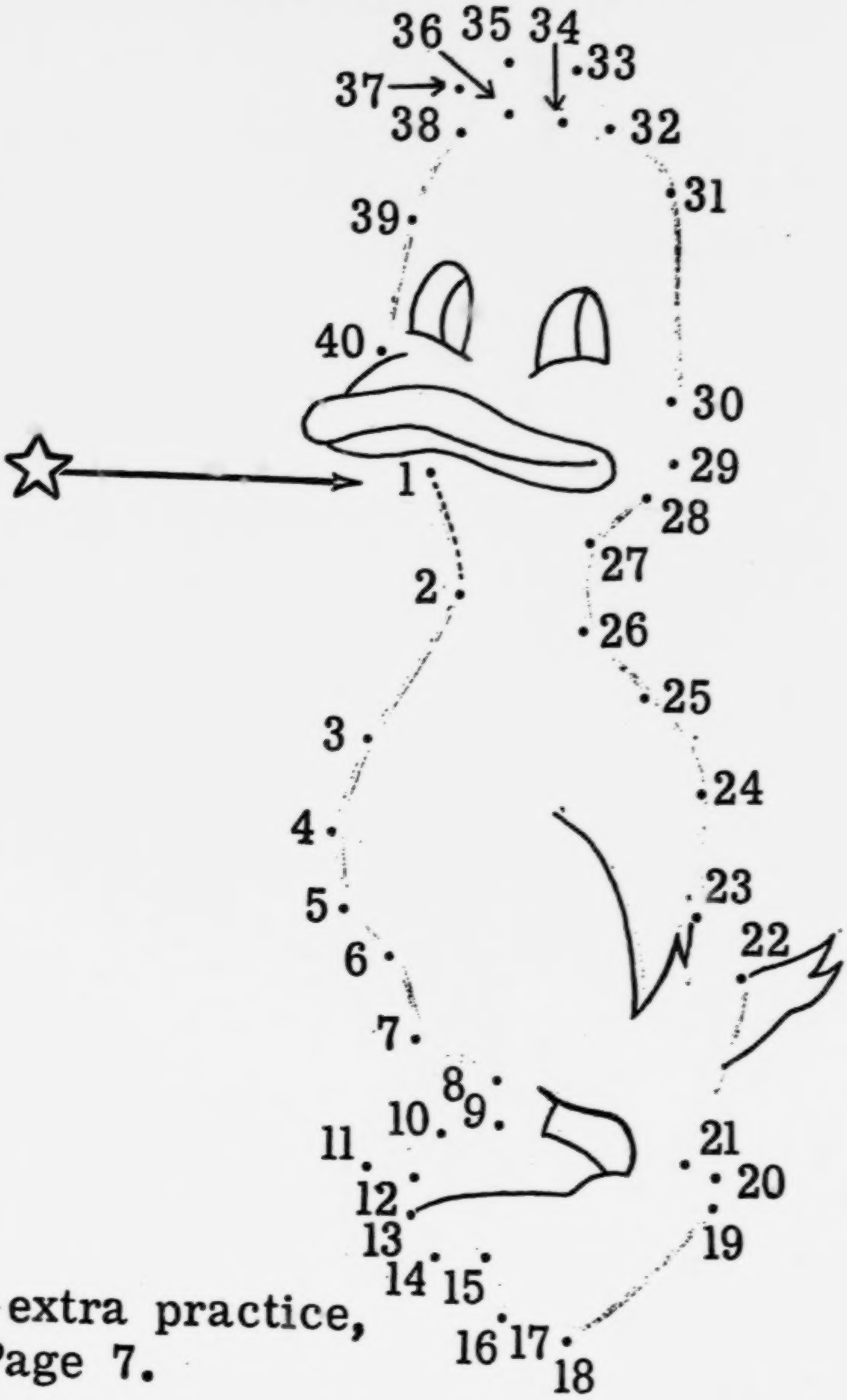
1
21

Page 1

Connect the dots to make a picture.
Start where the big arrow is pointing.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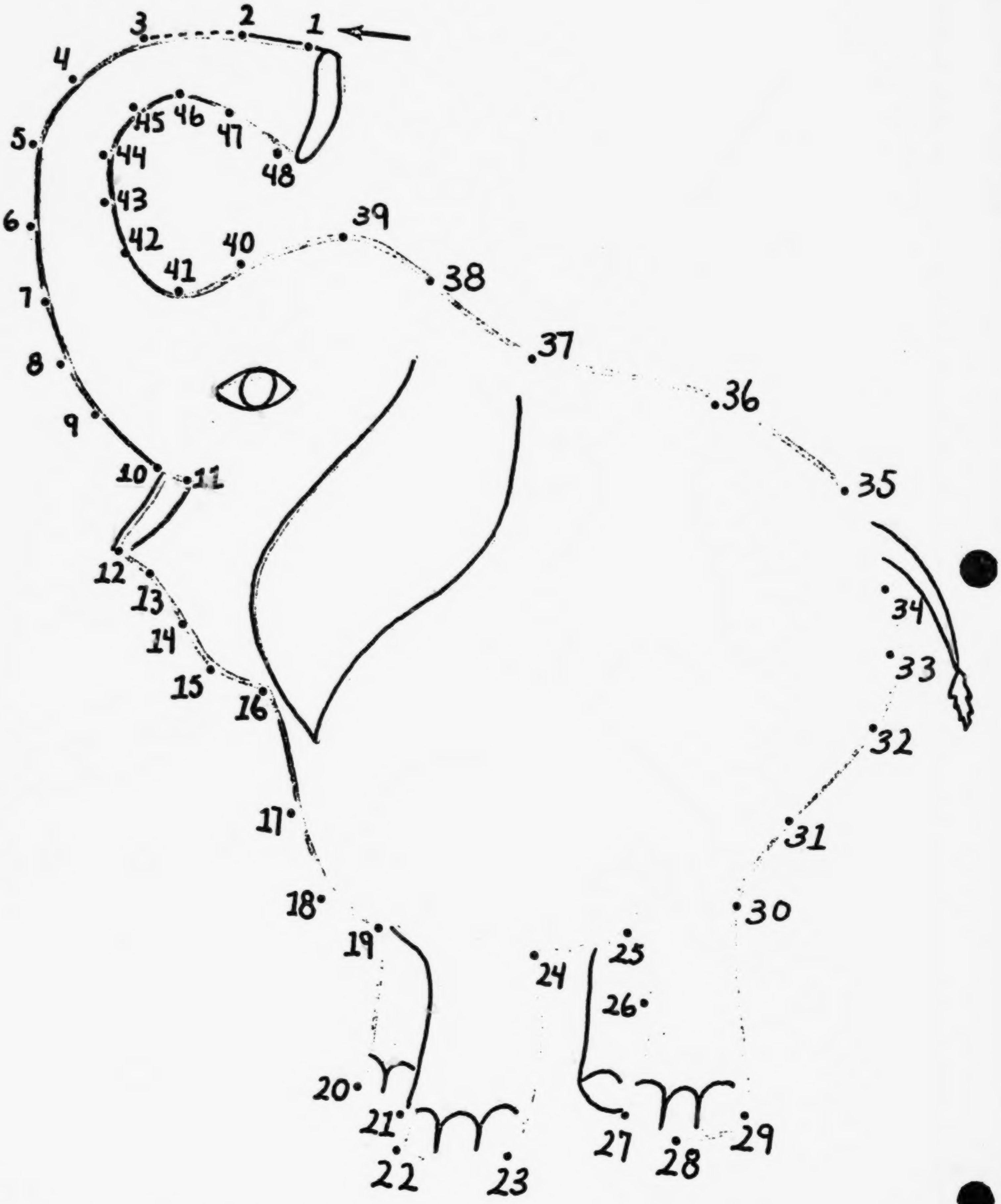
40

For extra practice,
do Page 7.

Connect the dots.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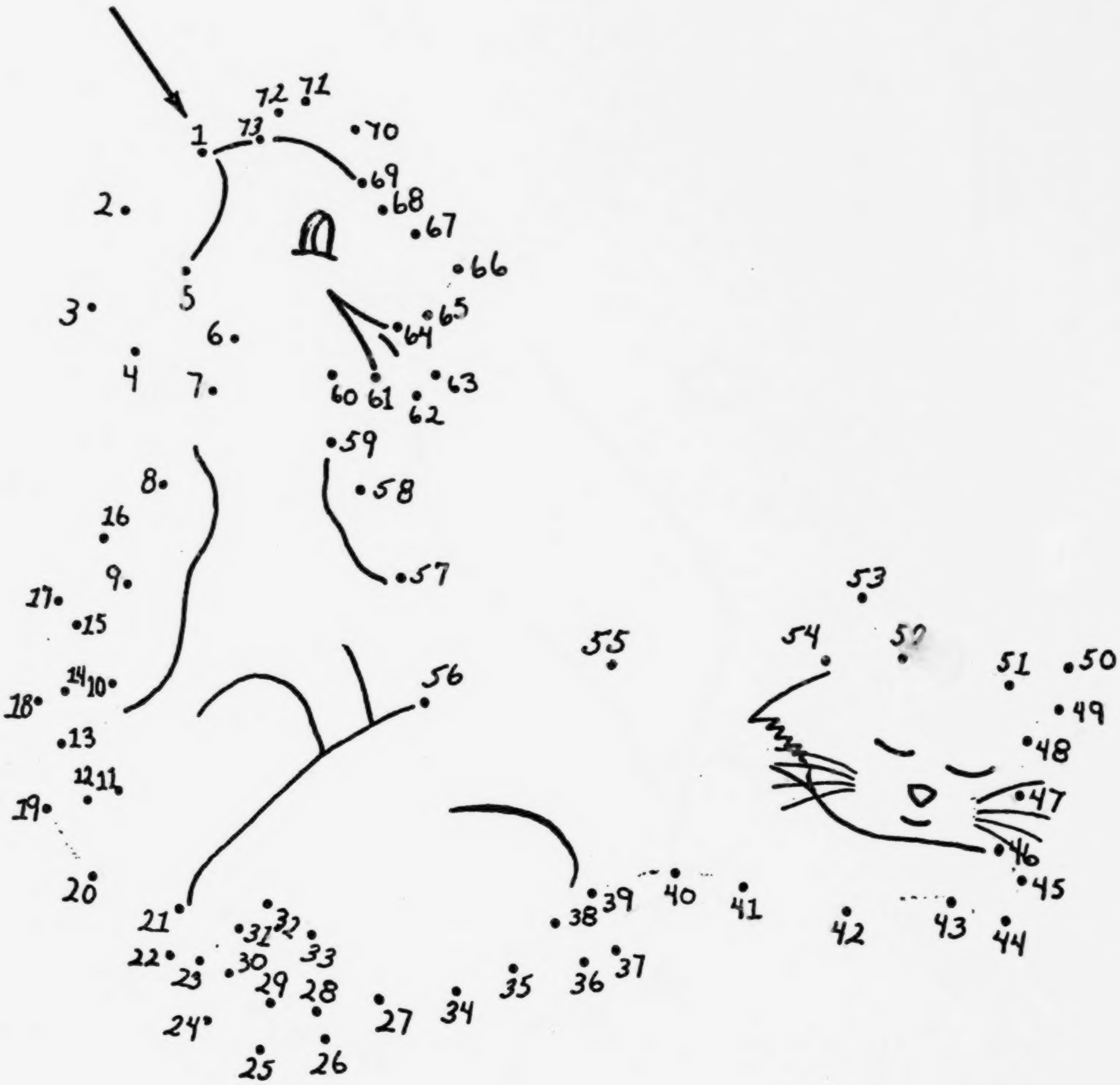
48

Connect the dots.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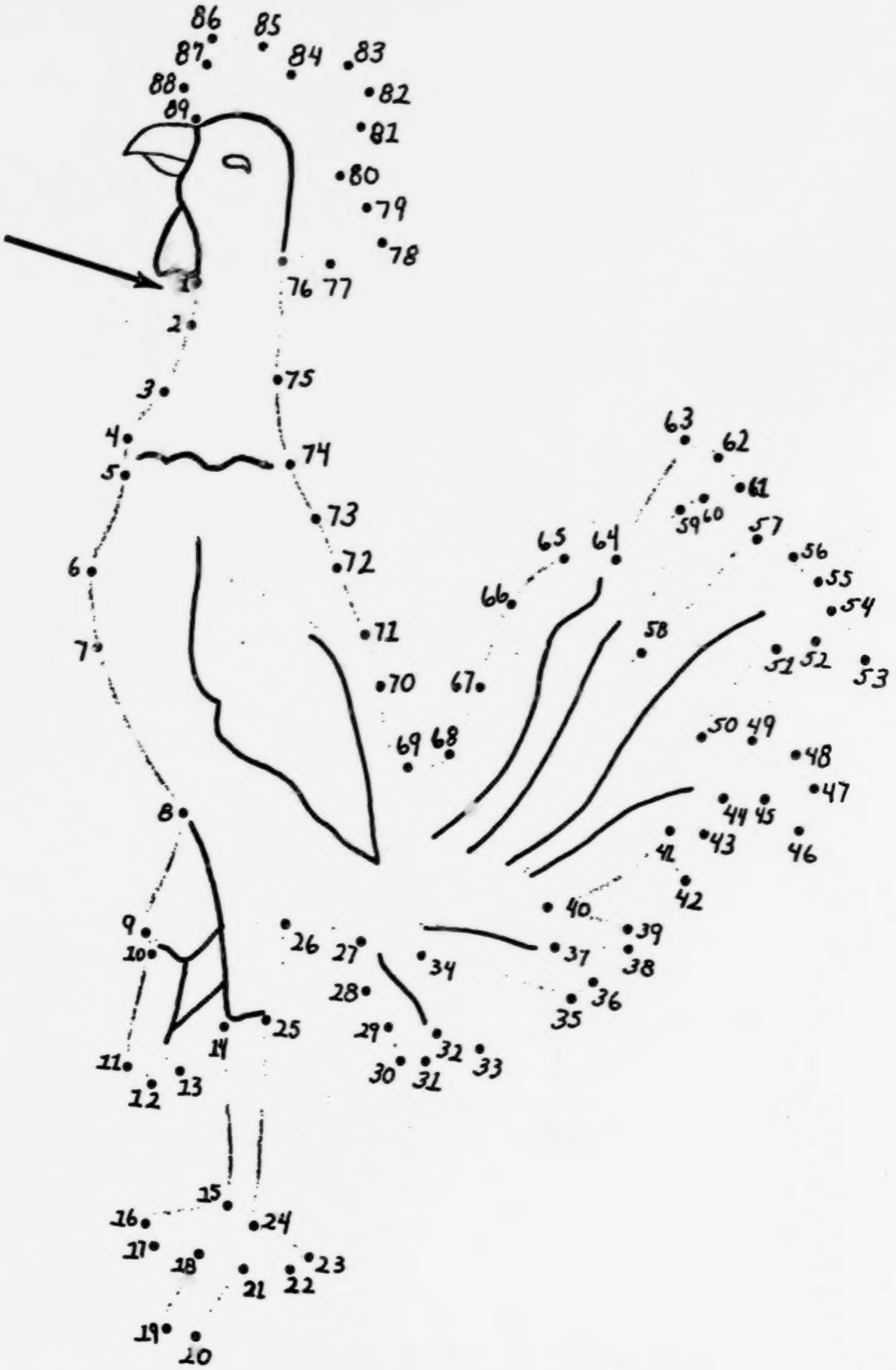
72
73

Connect the dots.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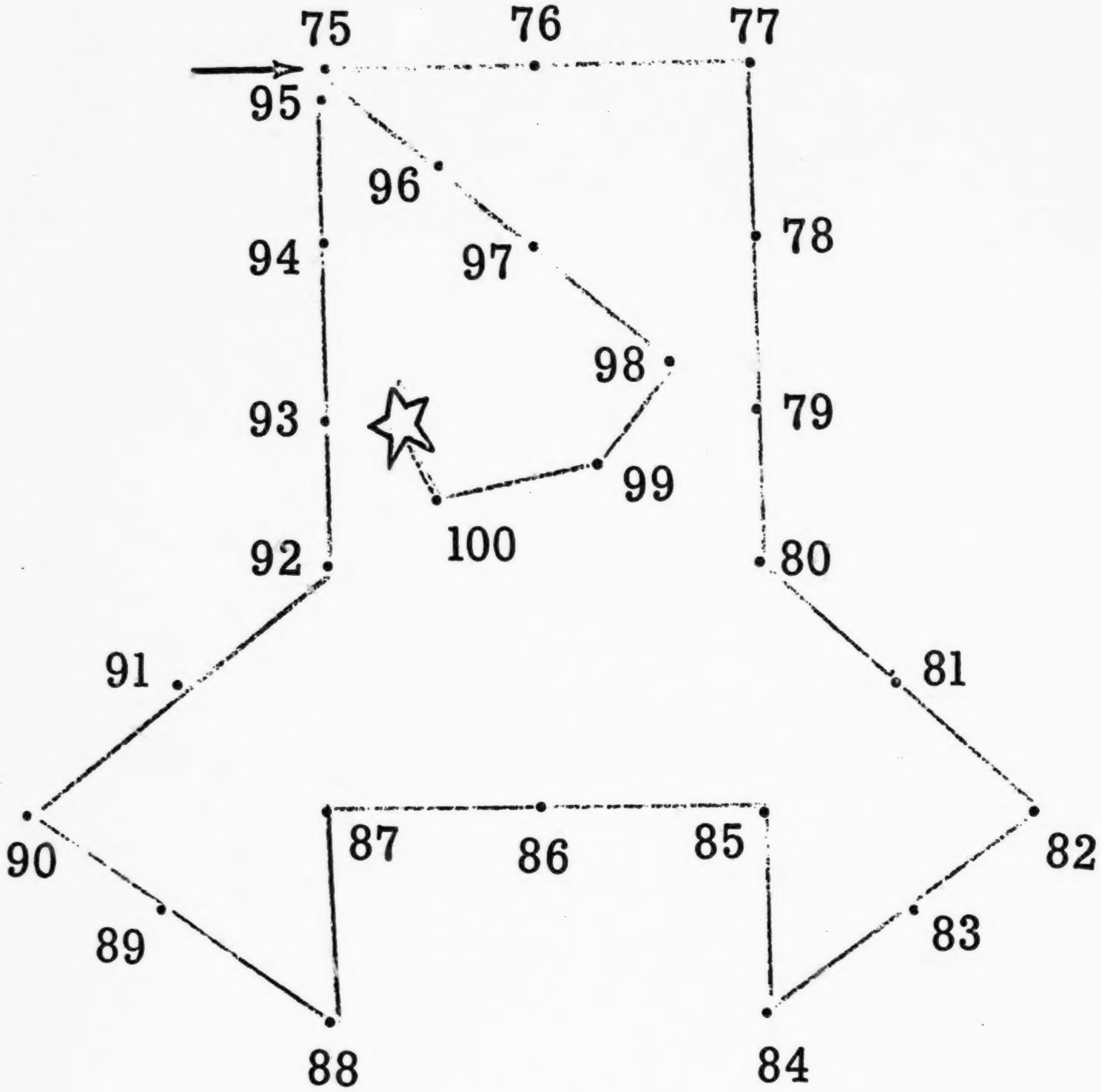
89

Page 5

Start from the arrow and follow the number trail to the star.


75
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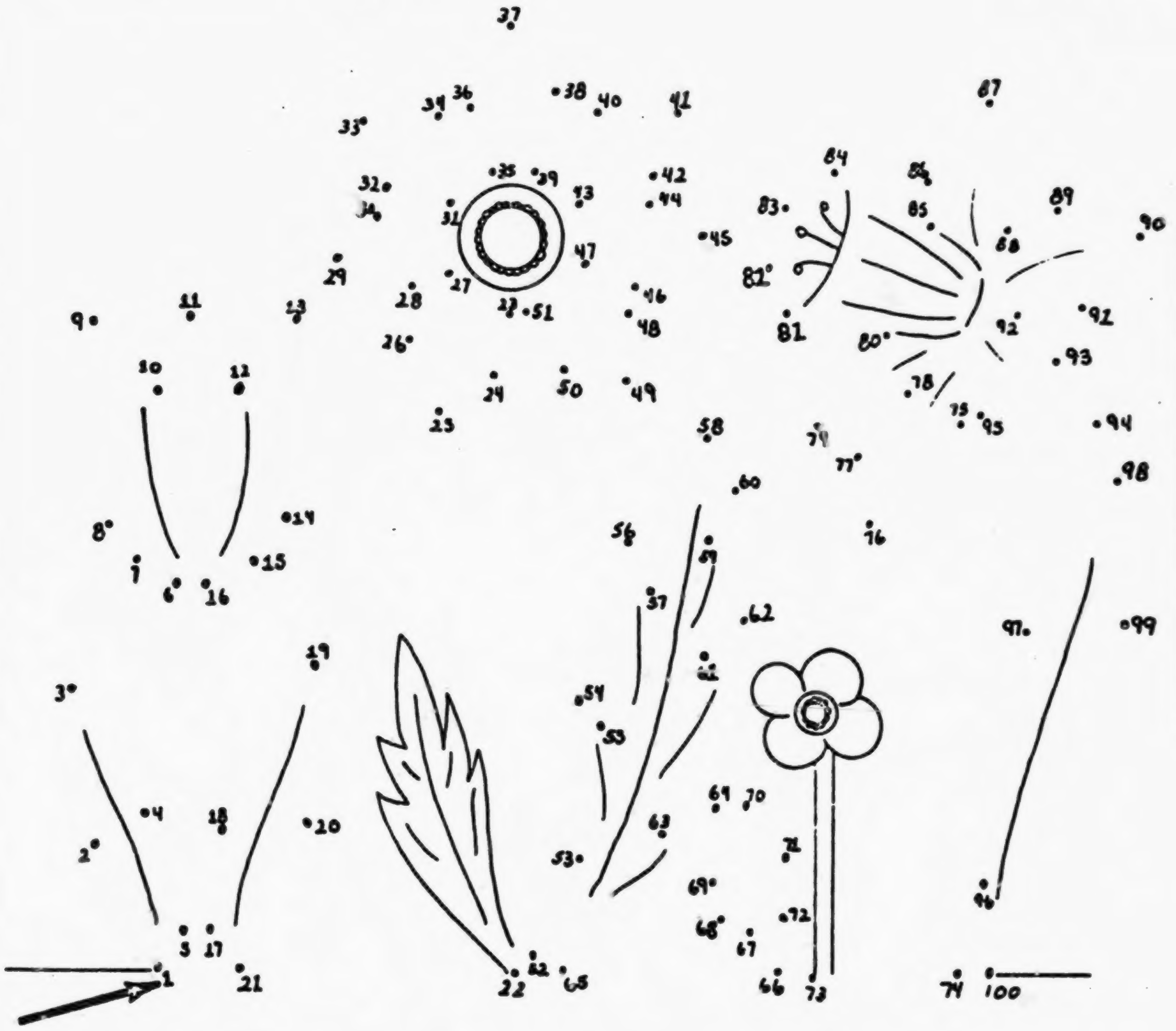
84

CET I

Connect the dots.



CIRCLE CORRECT BOX	TL. PTS.	
	96	100%
	NO. OF PTS	%
	91-95	95
	86-90	90
	82-85	85
	77-81	80
	72-76	75
	67-71	70
	62-66	65
	58-61	60
	53-57	55
	48-52	50
	43-47	45
	38-42	40
	34-37	35
	29-33	30
	24-28	25
	19-23	20
	14-18	15
	10-13	10
	5-9	5
	0-4	0

See your teacher for the rest of the test.

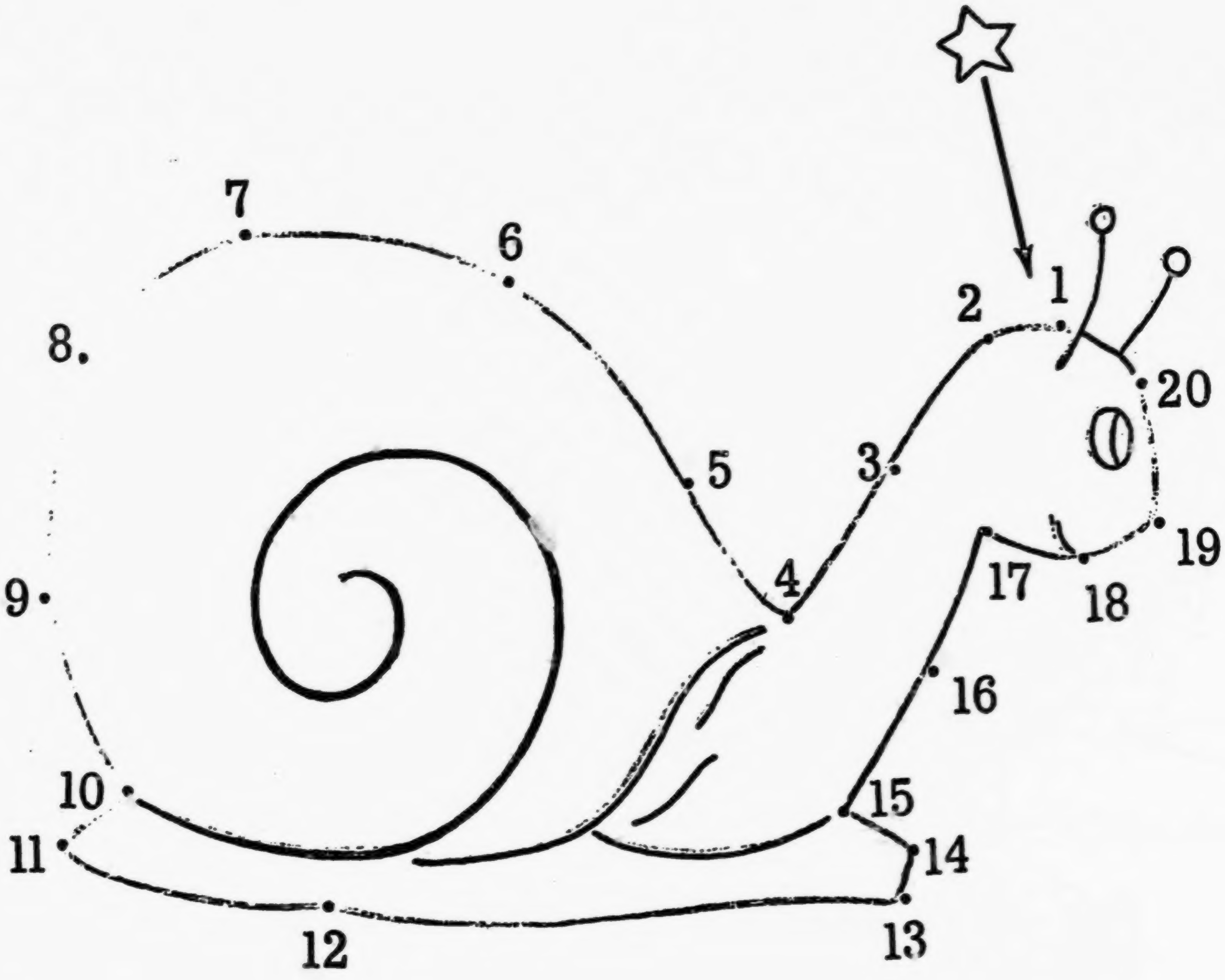
Oral test.

1. Count by 10's from 5 to 85.
2. Count by 10's from 32 to 92.
3. Count by 10's from 17 to 77.

CIRCLE CORRECT BOX	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

LEVEL	UNIT	SKILL	PAGE

Connect the dots.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19
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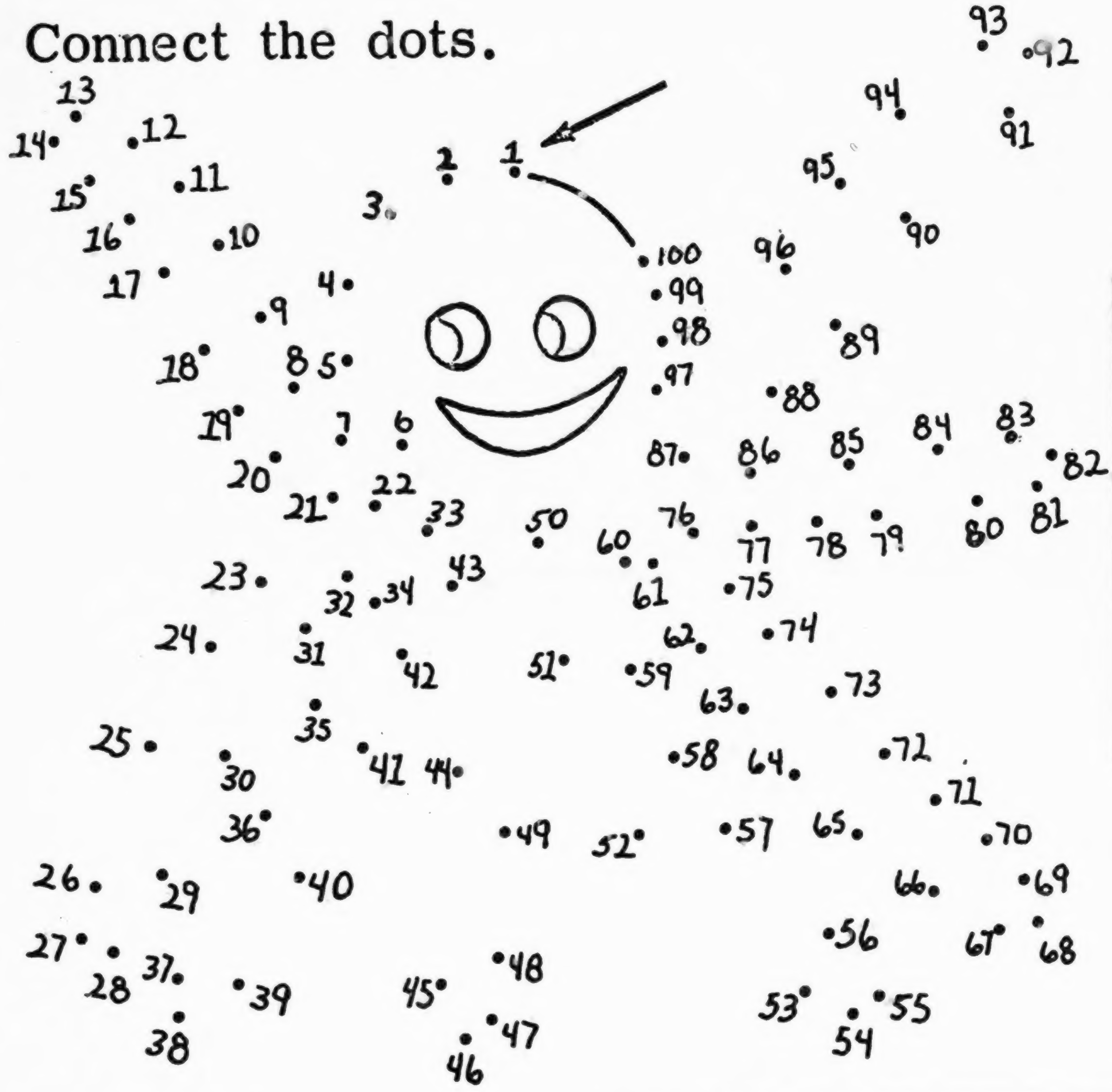
CET II

Connect the dots.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80
81
82
83
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89
90
91
92
93
94
95
96
97
98
99
100

CIRCLE CORRECT BOX	TL. PTS.	
	96	100%
	NO. OF PTS	%
	91-95	95
	86-90	90
	82-85	85
	77-81	80
	72-76	75
	67-71	70
	62-66	65
	58-61	60
	53-57	55
	48-52	50
	43-47	45
	38-42	40
	34-37	35
	29-33	30
	24-28	25
	19-23	20
	14-18	15
	10-13	10
	5-9	5
	0-4	0

See your teacher for the rest of the test.

Oral test.

1. Count by 10's from 10 to 100.
2. Count by 10's from 18 to 98.
3. Count by 10's from 22 to 92.

CIRCLE CORRECT BOX	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

Standard Teaching Sequence, Con't.

1967 - 68

Teaching Aids:

- Abacus Sets
- Place Value Charts
- Instructo Place Value Cut-outs
- Place Value Sticks
- Instructo Flannel Board Numerals, Words, Symbols
- First Arithmetic Game

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 One By One (Grade 1)		42, 55

LEVEL B, NUMERATION, SKILL 3

OBJECTIVE: Connects dots to 100 by ones from any starting point. Plays number trail game to 100.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Connects dots 1 - 40 to make a picture.	7
2.	Connects dots 1 - 48 to make a picture.	
3.	Connects dots 1 - 73 to make a picture.	
4.	Connects dots 1 - 89 to make a picture.	
5.	Plays number trail game, connecting dots 75 to 100.	
6.	CET I.	
	CET II.	8

Circle pages that are to be done.

SCHOOL CODE

NAME ____________________

NUMBER ____________ **CLASS** ____________

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ipi

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL B

NUMERATION (01)

SKILL 4

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

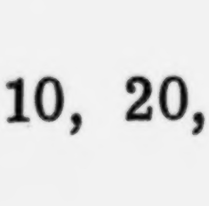
Can you count by 10's?

Fill in the blanks, counting by 10's from 10 to 100.

10, 20, ______, ______, 50, 60, ______, 80,

______, 100

There is a prerecorded tape for this booklet.



Answers

10, 20, 30, 40, 50,
60, 70, 80, 90, 100

Say each number as you count by 10's.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, ____, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Count by 10's to 100. Fill in the spaces.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Say the numerals from 10 to 100, counting by 10's.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

What did you say

after 30? 40

after 80? 90

after 90? 100

after 10? 20

after 50? 60

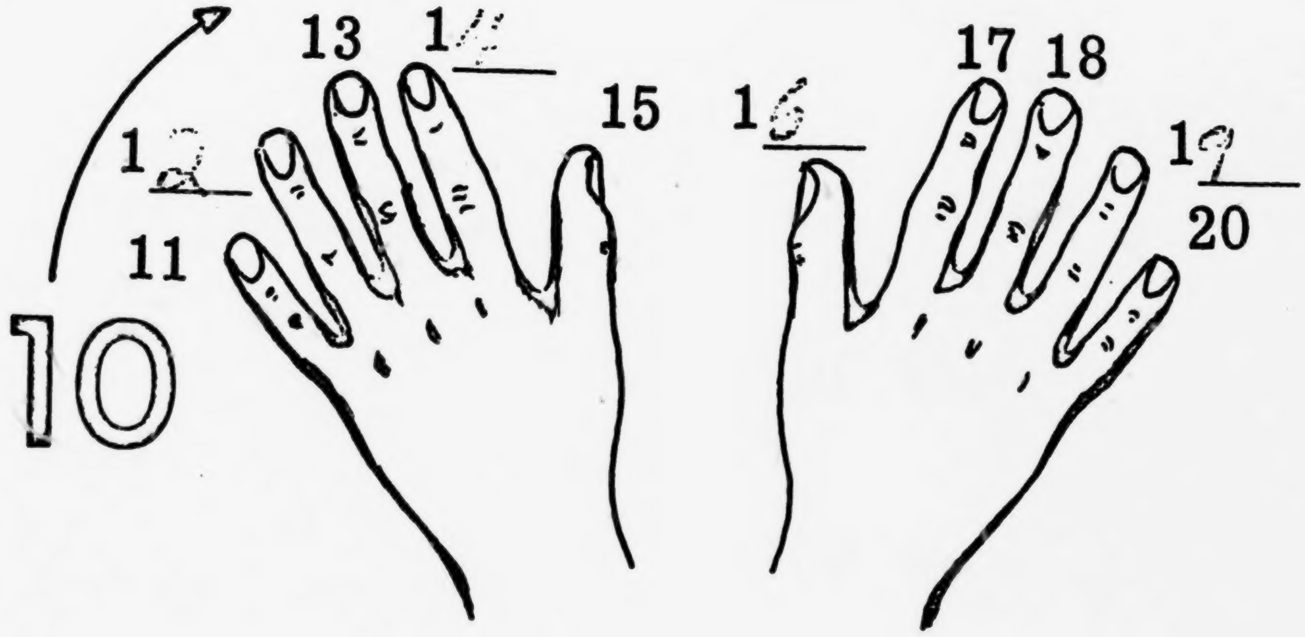
after 40? 50

after 20? 30

after 60? 70

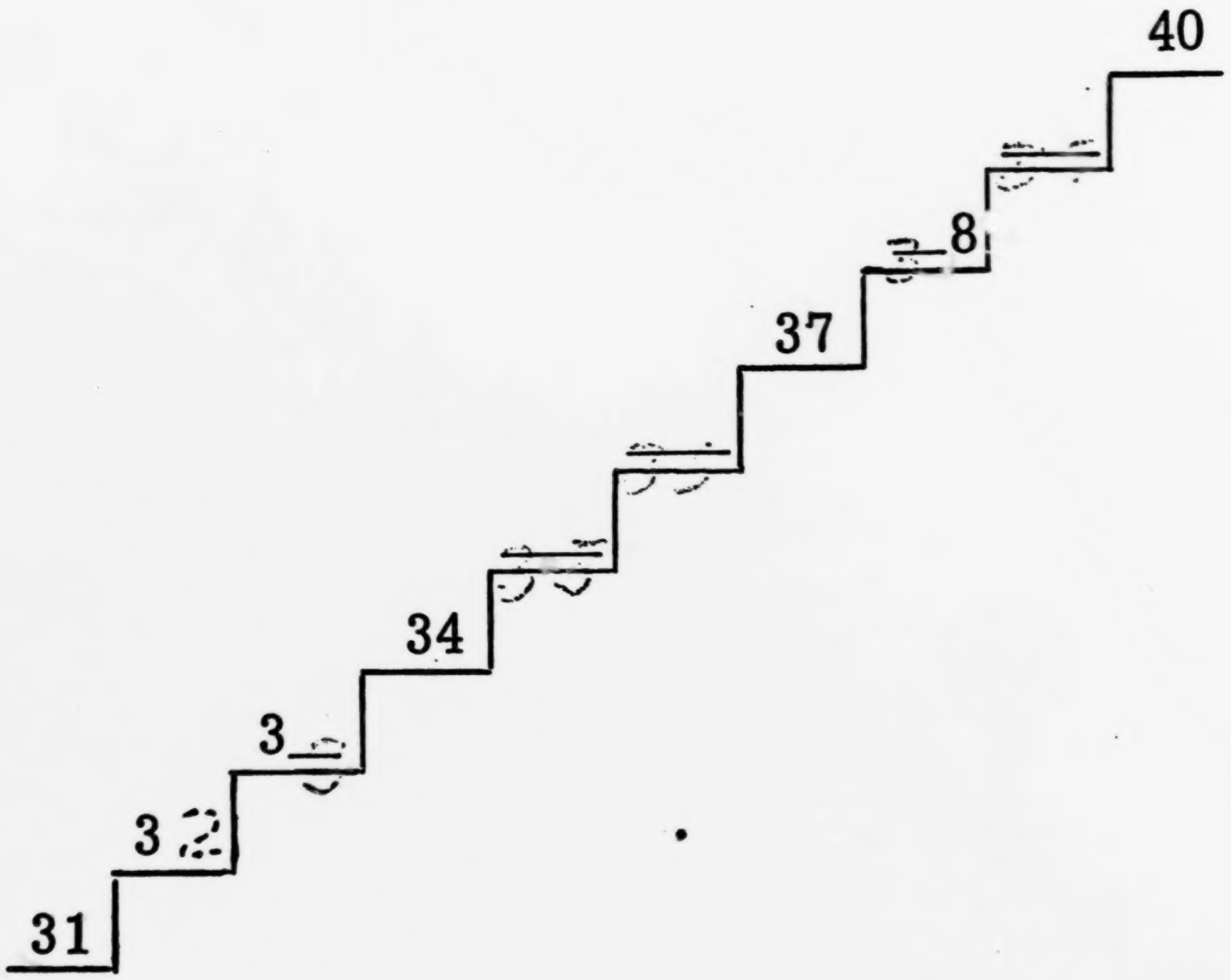
after 70? 80

Fill in the spaces as you count by 1's from 10 to 20.


10
11
12
13
14
15
16
17
18
19
20

How many 1's are there from 10 to 20? 10

Count by 1's from 30 to 40, and fill in the spaces.


40
39
38
37
36
35
34
33
32
31

How many steps are there from 30 to 40? 10

40 is 10 more than 30.

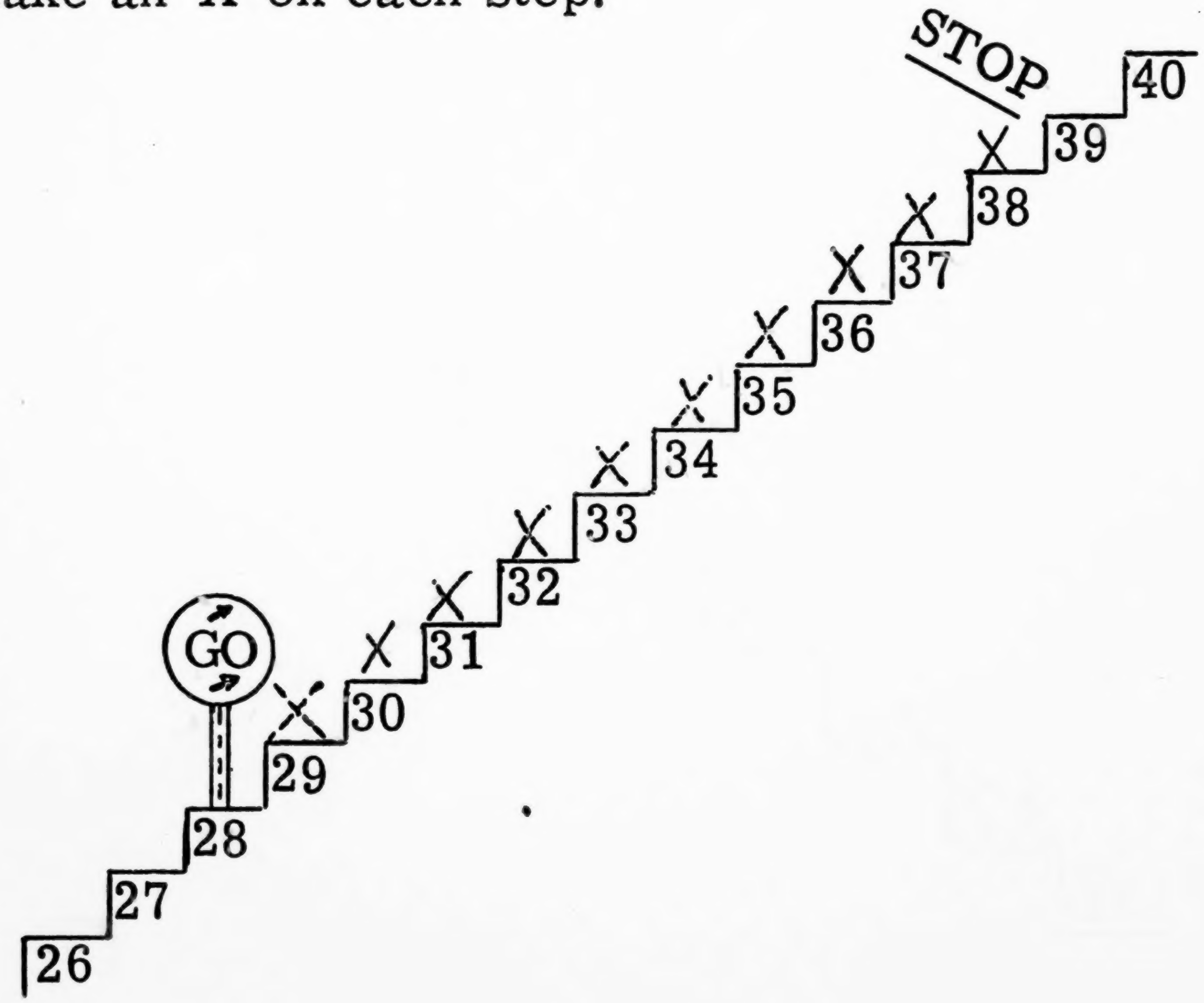
Count by 10's from 10 to 40.

10, 20, 30, 40

For more practice, do Page 11.

Start from step 28, and count by 1's to step 38.

Make an X on each step.


STOP
40
X
39
X
38
X
37
X
36
X
35
X
34
X
33
X
32
X
31
X
30
X
GO
29
28
27
26

How many X's did you make? 10

38 is 10 more than 28. 10 more than 38 is 48.

Count by 10's from 28 to 98.

28, 38, 48, 58, 68, 78, 88, 98

For more practice, do Page 12.

What numerals are between the ☆'s?

Write them here.

4, 14, 24, 34, 44

☆ ○

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

☆ ○

What numerals are between the ○'s?

Write them here.

9, [illegible], [illegible], [illegible], 49

For more practice do Page 13.

Count by 10's and fill in the blanks between 3 and 93.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11, 12, 13, 14, 15, 16, 17, ___, 19, 20
21, 22, 23, 24, 25, ___, 27, 28, 29, 30
31, 32, 33, 34, 35, ___, 37, 38, 39, 40
41, 42, 43, 44, 45, ___, 47, 48, 49, 50
51, 52, ___, 54, 55, ___, 57, ___, 59, ___
61, 62, 63, 64, 65, ___, 67, ___, 69, ___
71, 72, ___, 74, 75, ___, 77, ___, 79, ___
81, 82, ___, 84, 85, ___, 87, ___, 89, ___
91, 92, 93, 94, 95, 96, 97, 98, 99, 100

Now fill in the blanks between 6 and 96.

Fill in the blanks between 8 and 98.

Fill in the blanks between 10 and 100.

For more practice, do Page 14.

Count by 10's and fill in the blanks.

6, 16, 26, 36, 46

12, 22, 32, 42, 52, 62

3, 13, 23, 33, 43, 53, 63, 73

67, 77, 87, 97

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

For more practice, do Page 15.

When you count by 10's, what number comes after . . .

70? 80

65? 75

20? 30

40? 50

2? 12

10? 20

90? 100

80? 90

33? 43

7? 17

36? 46

46? 56

26? 36

0? 10

17? 27

89? 99

32? 42

14? 24

1? 11

50? 60

For more practice, do Page 16.

CET I

Your teacher will give you this test.

1. Count by 10's from 2 to 82.
2. Count by 10's from 26 to 76.
3. Count by 10's from 17 to 97.
4. Count by 10's from 43 to 93.

CIRCLE CORRECT BOX

TL. PTS.	
4	100%
NO. OF PTS.	%
3	75
2	50
1	25

Write the missing numerals, counting by 1's.

3, _____, 5, _____, _____, _____

22, _____, _____, _____, _____, 27

68, _____, _____, _____, _____, 73

81, _____, _____, _____, 85

Write the missing numerals, counting backward by 1's.

7, 6, _____, _____, 3, _____, 1

33, _____, 31, _____, _____, _____

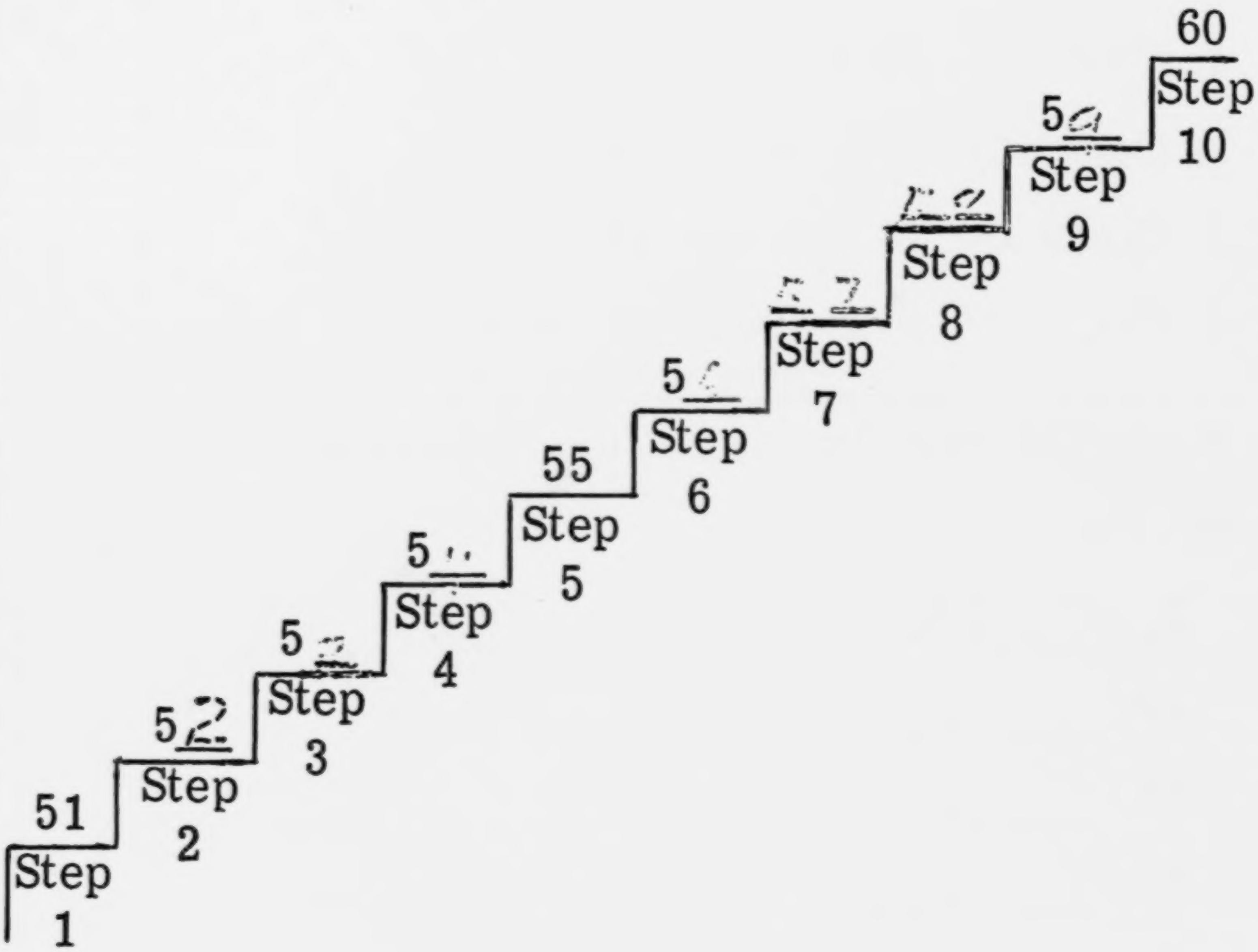
59, 58, _____, _____, _____, 54

96, _____, _____, _____, _____, _____

CIRCLE CORRECT BOX

TL. PTS.	
30	100%
NO. OF PTS.	%
29	97
28	93
27	90
26	87
25	83
24	80
23	77
22	73
21	70
20	67
19	63
18	60
17	57
16	53
15	50
14	47
13	43
12	40
11	37
10	33
9	30
8	27
7	23
6	20
5	17
4	13
3	10
2	7
1	3

Count by 1's from 50 to 60, and fill in the spaces.


60
Step 10
59
Step 9
58
Step 8
57
Step 7
56
Step 6
55
Step 5
54
Step 4
53
Step 3
52
Step 2
51
Step 1

How many steps are there from 50 to 60? 10

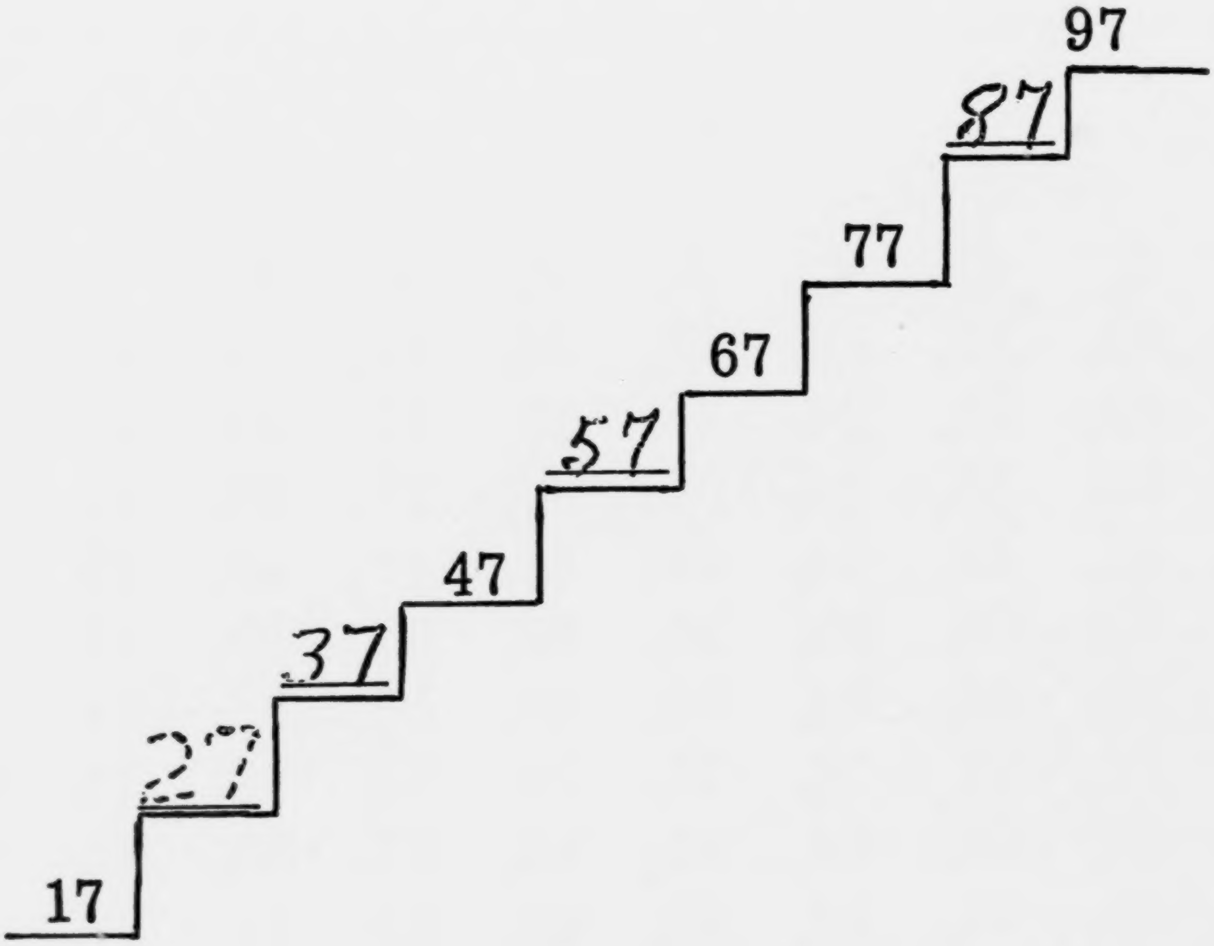
60 is 10 more than 50.

Count by 10's from 50 to 100.

50, 60, 70, 80, 90, 100

Start on the first step and count by 10's to 97.

Fill in the missing numerals as you count.



Count by 10's from 40 to 80.

40, 50, 60, 70, 80

Count by 10's from 50 to 100.

50, 60, 70, 80, 90, 100

Count by 10's from 10 to 100.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Page 13

Here are the numerals from 1 to 100.

Look at the numerals between the ☆'s.

Can you write them here?

10, 20, [illegible], 40, 50, 60, 70, 80, 90, 100

☆

1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17, 18, 19, 20,
21, 22, 23, 24, 25, 26, 27, 28, 29, 30,
31, 32, 33, 34, 35, 36, 37, 38, 39, 40,
41, 42, 43, 44, 45, 46, 47, 48, 49, 50,
51, 52, 53, 54, 55, 56, 57, 58, 59, 60,
61, 62, 63, 64, 65, 66, 67, 68, 69, 70,
71, 72, 73, 74, 75, 76, 77, 78, 79, 80,
81, 82, 83, 84, 85, 86, 87, 88, 89, 90,
91, 92, 93, 94, 95, 96, 97, 98, 99, 100

☆

Count by 10's from 70 to 100.

70, 80, 90, 100

Count by 10's from 30 to 70.

30, 40, 50, 60, 70

Count by 10's from 40 to 90.

40, 50, 60, [illegible], [illegible], 90

Here are the numerals from 1 to 100.

Look at the numerals between the ○'s.

Can you write them here?

7, 17, 27, 37, 47, 57, 67, 77, 87, 97

○

1, 2, 3, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17, 18, 19, 20,
21, 22, 23, 24, 25, 26, 27, 28, 29, 30,
31, 32, 33, 34, 35, 36, 37, 38, 39, 40,
41, 42, 43, 44, 45, 46, 47, 48, 49, 50,
51, 52, 53, 54, 55, 56, 57, 58, 59, 60,
61, 62, 63, 64, 65, 66, 67, 68, 69, 70,
71, 72, 73, 74, 75, 76, 77, 78, 79, 80,
81, 82, 83, 84, 85, 86, 87, 88, 89, 90,
91, 92, 93, 94, 95, 96, 97, 98, 99, 100,

○

Count by 10's from 7 to 67.

7, 17, 27, 37, 47, 57, 67

Count by 10's from 27 to 97.

27, 37, 47, 57, 67, 77, 87, 97

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Can you use this numeral chart to count by 10's from 5 to 95?

5, 15, 25, 35, 45, 55, 65, 75, 85, 95

Now count by 10's from 3 to 93.

3, 13, 23, 33, 43, 53, 63, 73, 83, 93

Write the missing numerals as you count by 10's from

10 to 60 10, 20, 30, [illegible], [illegible], 60

18 to 78 18, 28, 38, 48, 58, 68, 78

11 to 51 11, 21, 31, 41, 51

19 to 99 19, 29, 39, 49, 59, 69, 79, 89, 99

13 to 43 13, 23, 33, 43

4 to 84 4, 14, 24, 34, 44, 54, 64, 74, 84

CET II

Your teacher will give you this test.

1. Count by 10's from 4 to 94.
2. Count by 10's from 16 to 96.
3. Count by 10's from 10 to 100.
4. Count by 10's from 25 to 95.

CIRCLE CORRECT BOX

TL. PTS	
4	100%
NO. OF PTS.	%
3	75
2	50
1	25

Write the missing numerals, counting by 1's.

6, ______, ______, ______, 10

57, ______, ______, ______, ______

76, ______, ______, ______, ______

90, ______, ______, ______, ______

Write the missing numerals, counting backward by 1's.

9, 8, ______, ______, ______, ______

45, ______, ______, ______, 41

82, ______, ______, ______, ______

96, ______, ______, ______, ______

CIRCLE CORRECT BOX

TL. PTS.	
30	100%
NO. OF PTS.	%
29	97
28	93
27	90
26	87
25	83
24	80
23	77
22	73
21	70
20	67
19	63
18	60
17	57
16	53
15	50
14	47
13	43
12	40
11	37
10	33
9	30
8	27
7	23
6	20
5	17
4	13
3	10
2	7
1	3

Standard Teaching Sequence, Con't.

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Teaching Aids:

- Bundled Counting Sticks
- Assorted Abacus Sets
- Counting Discs
- Large and Small Peg Boards
- Instructo Flannel Board Numerals

Textbook Resources:

LEVEL B, NUMERATION, SKILL 4

Page 19

OBJECTIVE: Counts orally by 10's to 100 from any starting point.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Fills in numerals from 10 to 100, counting by 10's.	
2.	States what numerals come after certain other numerals when counting by 10's.	
3.	Counts by 1's from 10 to 20 and tells how many 1's there are between 10 and 20.	
4.	Counts by 1's from 30 to 40, and by 10's from 10 to 40.	11
5.	Counts by 1's from 28 to 38, and by 10's from 28 to 98.	12
6.	Counts vertically by 10's on number chart numbered 1-50.	13
7.	Counting vertically by 10's on chart numbered 1-100; fills in blanks between 3 and 93, 6 and 96, 8 and 98, and 10 and 100.	14
8.	Counts short sequences by 10's.	15
9.	Says what numerals follow certain other numerals when counting by 10's.	16
10.	CET I. First segment oral.	
	CET II. First segment oral.	17

There is a prerecorded tape for this booklet.

Circle pages that are to be done.

SCHOOL CODE ☐

NAME ______________________________

NUMBER ______________ CLASS ______________

ipi

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL B

NUMERATION (01)

SKILL 5

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Can you count backward?

See if you can count backward from 40 to 30.

40, ______, ______, ______, ______,

______, ______, ______, ______, ______, 30

Answers

40, 39, 38, 37, 36,

35, 34, 33, 32, 31, 30

Can you write these numerals?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Write the numerals that are missing.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Write the numerals from 1 to 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Write the numerals from 1 to 20.

	2								

Write the numerals that are missing.

1		3		5		7		9	
11		13		15		17		19	

Write the numerals that are missing.

	2		4		6		8		10
	12		14		16		18		20

Page

Can you write these numerals?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Fill in the missing numerals.

1		3		5			8		
11			14					19	
21			24		26		28		
	32			35			38		40

For extra practice, do Page 16.

Fill in the missing numerals from 1 to 40.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Write the numerals from 1 to 40.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Page 5

Can you write these numerals?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Fill in the missing numerals.

1	2								10
			14						
	22								30
41				45			48		
	52					57			

Here are the numerals from 50 to 100.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

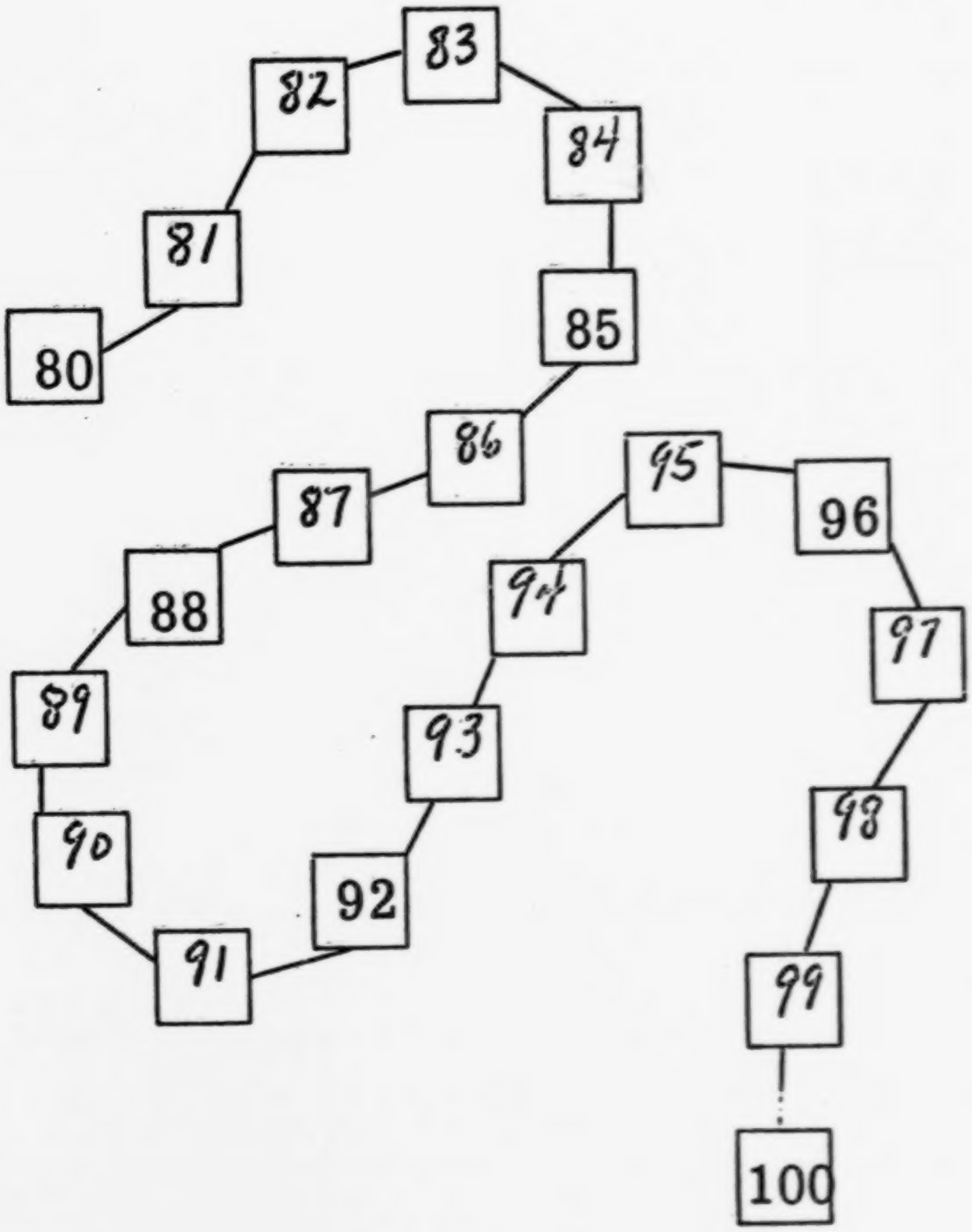
Fill in the missing numerals.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

For extra practice, do Page 17.

Page 7

Fill in the blanks on the numeral trail.


80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

For extra practice, do Page 18.

Write in the numerals that go in the empty boxes.

Think the numerals that go in the shaded boxes.

1	▨	▨	▨	5				▨	
			▨				▨		▨
	▨				▨				
				▨				▨	
			▨				▨		▨
	▨				▨				
▨			▨						▨
		▨					▨		

Fill in the missing numerals.

41	42			45					50
		53							
	62				66				
						77			

Page 9

Write the missing numerals.

1	2		4			7			10
11				15				19	
	22				26		28		
		33		35					40
41			44			47			
	52			55			58		60
61		63			66			69	
	72			75					80
81					86	87			
	92			95				99	

For extra practice, do Page 19.

Can you name the number that is one less than 6? 5

What number is one less than 5? 4

one less than 3? 2

one less than 11? 10

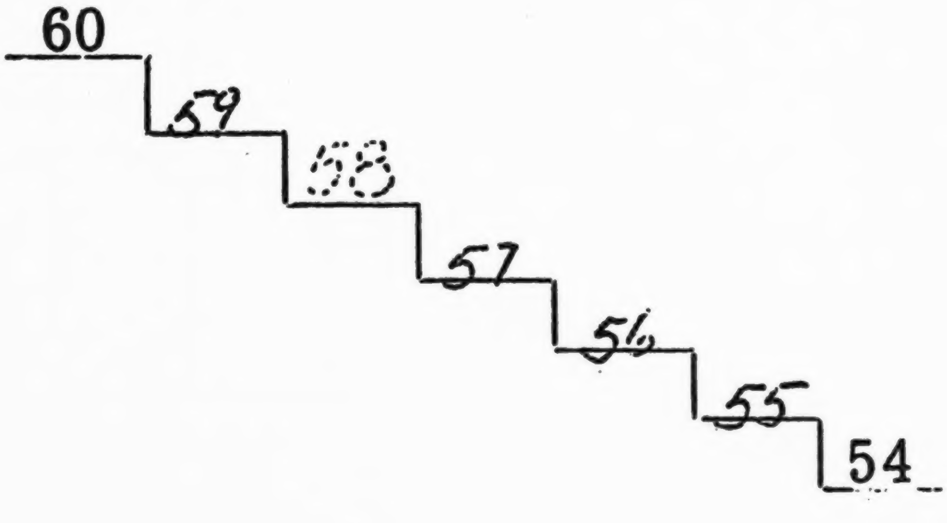
one less than 10? 9

one less than 29? 28

Now count backward and write the missing numbers.

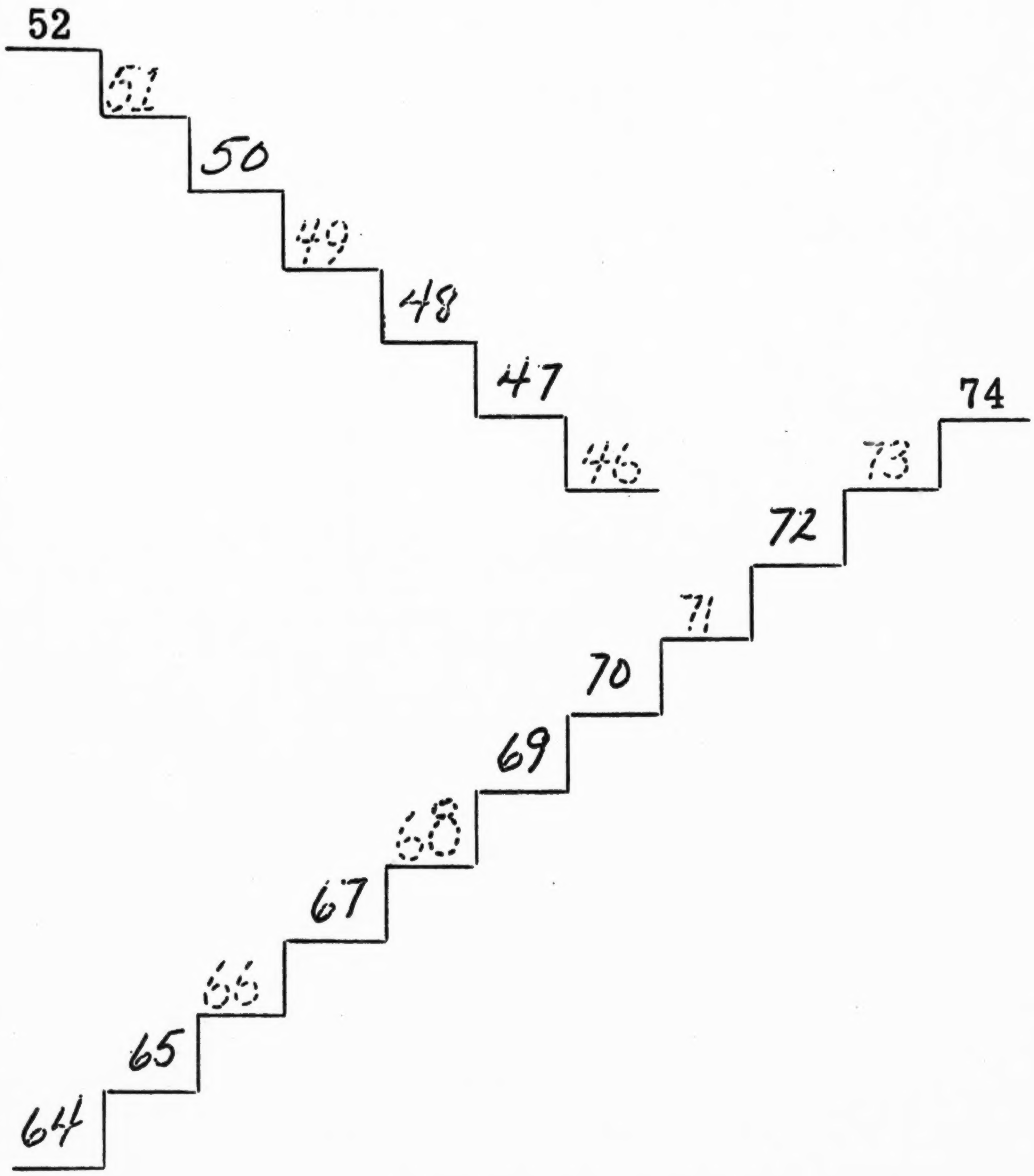
33 32 31 30 29 28

And then count down the number stairs.



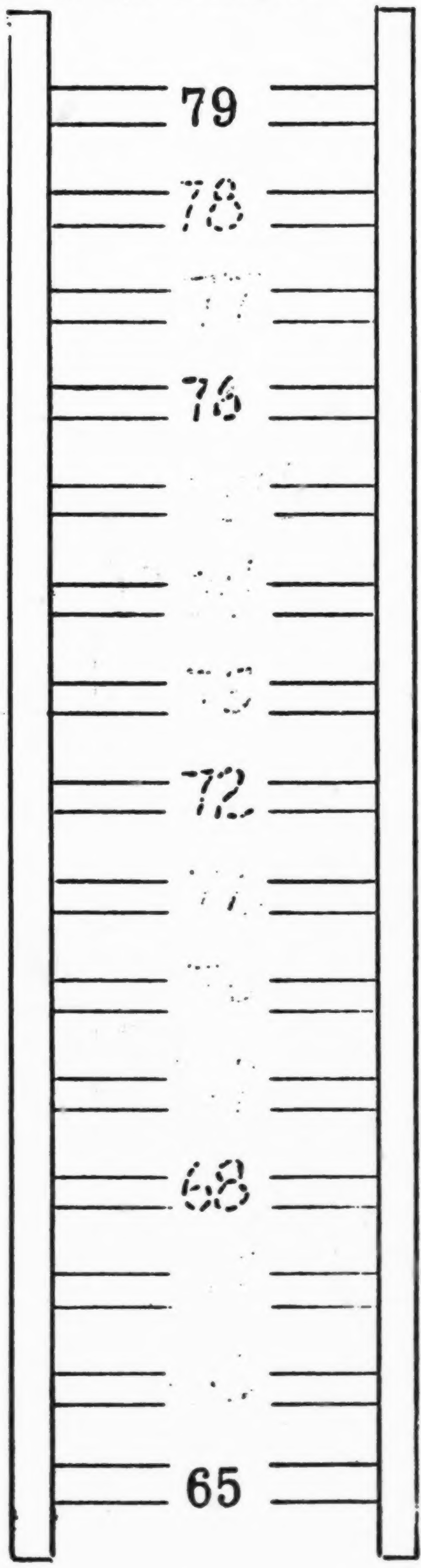
For extra practice, do Page 20.

Count backward down these number stairs, and write the missing numbers.


52
51
50
49
48
47
46
74
73
72
71
70
69
68
67
66
65
64

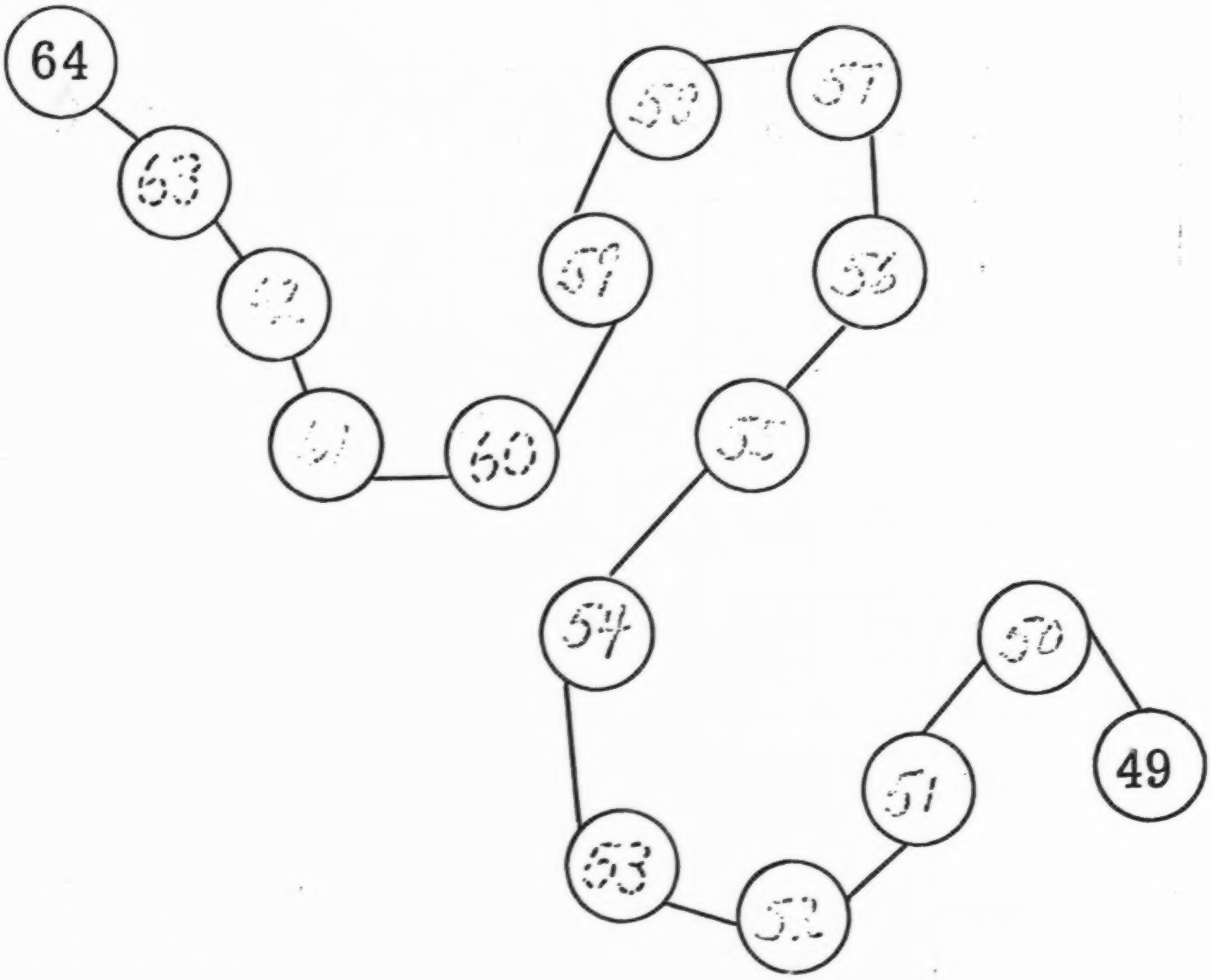
See if you can climb down this ladder.

Write the numerals that come before 79.


79
78
77
76
73
72
71
68
65

For extra practice, do Page 21 .

Number this chain backward from 64.


64
63
62
61
60
59
58
57
56
55
54
53
52
51
50
49

What numerals come before 90?

90, 89, 88, 87, 86, 85, 84, 83

Fill in the chart, counting backward from 100.

100	99	98	97	96	95	94	93	92	91
90	89	88	87	86	85	84	83	82	81
80	79	78	77	76	75	74	73	72	71
70	69	68	67	66	65	64	63	62	61
60	59	58	57	56	55	54	53	52	51
50	49	48	47	46	45	44	43	42	41
40	39	38	37	36	35	34	33	32	31
30	29	28	27	26	25	24	23	22	21
20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1

For extra practice, do Page 22.

CET I

Fill in the missing numerals, counting forward.

29, ____, ____, ____, ____, ____, 35

65, ____, ____, ____, ____, ____, 71

18, ____, ____, ____, ____, ____, 24

Fill in the missing numerals, counting backward.

11, 10, ____, ____, ____, ____, 5

78, 77, ____, ____, ____, ____, 72

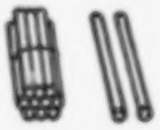
82, 81, ____, ____, ____, ____, 76

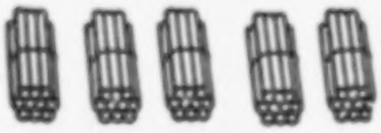
CIRCLE CORRECT BOX

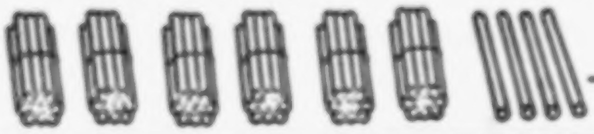
TL. PTS.	
27	100%
NO. OF PTS.	%
26	96
25	93
24	89
23	85
22	81
21	78
20	74
19	70
18	67
17	63
16	59
15	56
14	52
13	48
12	44
11	41
10	37
9	33
8	30
7	26
6	22
5	19
4	15
3	11
2	7
1	4

Write the numeral on the line that tells how many sticks are in the picture.

There are 10 sticks in each bundle.

 ____

 ____

 ____

CIRCLE CORRECT BOX

TL. PTS.	
3	100%
NO. OF PTS.	%
2	67
1	33

Fill in the missing numerals.

	2		4		6		8		10
	12		14		16		18		20
	22		24		26		28		30
	32		34		36		38		40

Fill in the missing numerals.

1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	

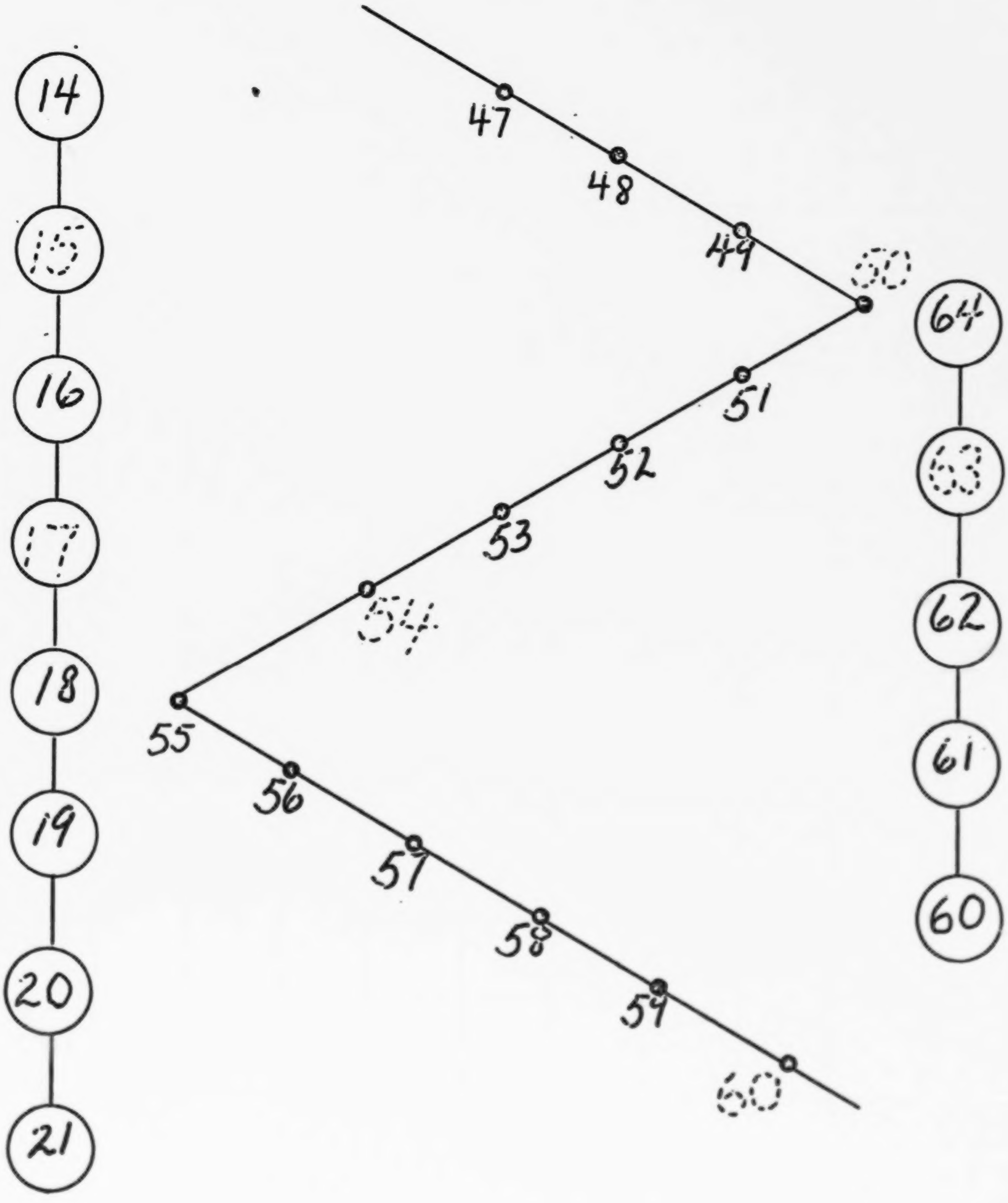
Page 17

Write the missing numerals.

1									10
11									20
21	22	23	24	25	26	27	28	29	30
31									40
41									50
51									60
									70
									80
									90
									100

Page 18

Fill in the missing numerals.


14
15
16
17
18
19
20
21
47
48
49
50
51
52
53
54
55
56
57
58
59
60
64
63
62
61
60

Page 19

Fill in the missing numerals.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Read these numbers, counting backward from 50 to 39.

50, 49, 48, 47, 46, 45,

44, 43, 42, 41, 40, 39

Now fill in the missing numbers.

50, 49, 48, 47, 46, ______,

44, 43, [illegible], 41, 40, 39

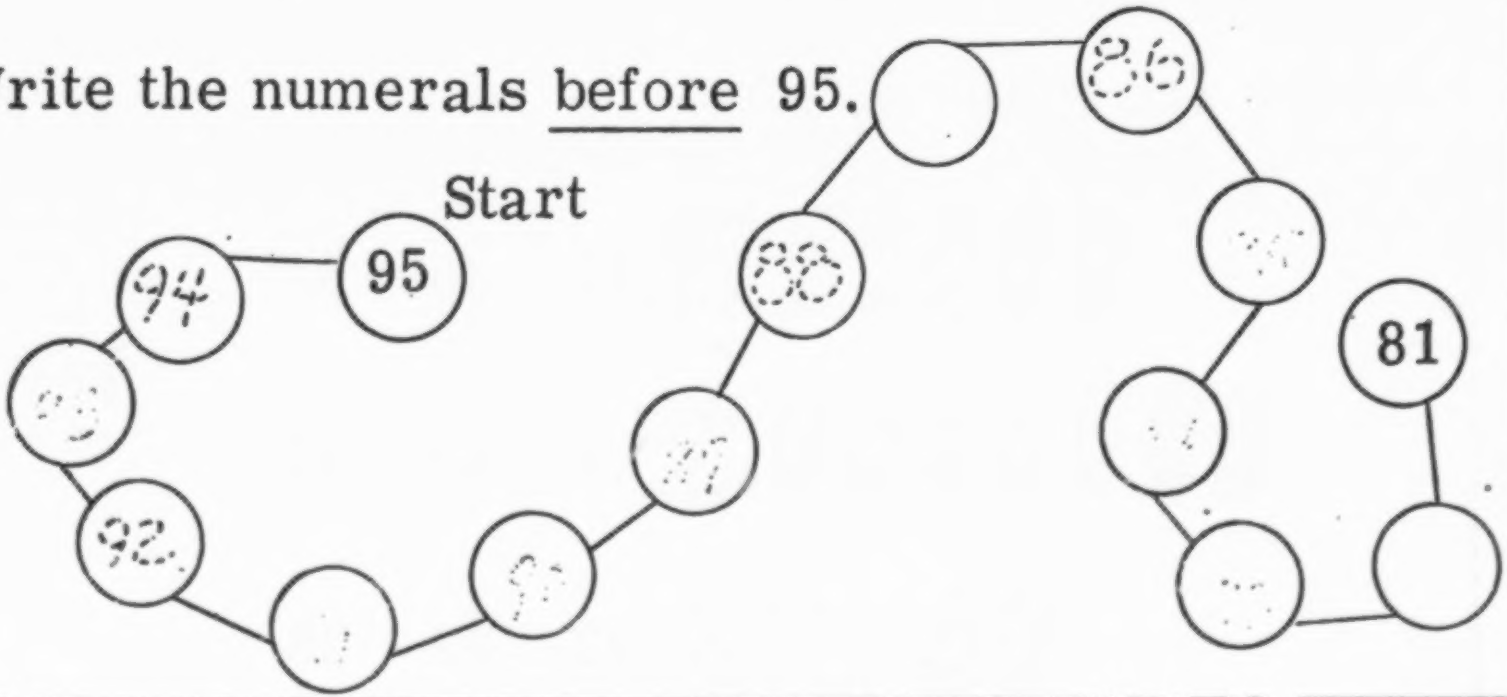
Fill in the missing numerals.

51	52	53	54	55	56				
61	62	63	64	65	66	67			
71	72	73	74	75	76	77	78		
81	82	83	84	85	86	87			
91	92	93	94	95					

Counting backward, what numerals did you write before 68?

67 66 65 64 63 62 61

Write the numerals before 95.


Start
95
94
93
92
89
88
86
81

CET II

Fill in the missing numerals, counting forward.

42, ____, ____, ____, ____, ____, 48.

91, ____, ____, ____, ____, ____, 97.

84, ____, ____, ____, ____, ____, 90.

Fill in the missing numerals, counting backward.

33, 32, ____, ____, ____, ____, 27.

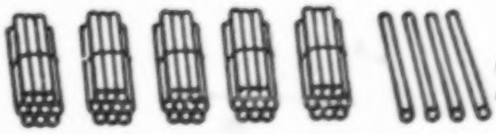
100, 99, ____, ____, ____, ____, 94.

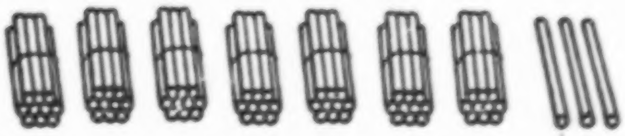
35, 34, ____, ____, ____, ____, 29.

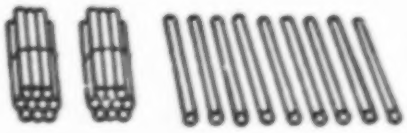
CIRCLE CORRECT BOX

TL. PTS.	
27	100%
NO. OF PTS.	%
26	96
25	93
24	89
23	85
22	81
21	78
20	74
19	70
18	67
17	63
16	59
15	56
14	52
13	48
12	44
11	41
10	37
9	33
8	30
7	26
6	22
5	19
4	15
3	11
2	7
1	4

Circle the numeral that tells how many sticks are in the picture.


25 45 54


73 47 37


92 29 28

CIRCLE CORRECT BOX

TL. PTS.	
3	100%
NO. OF PTS.	%
2	67
1	33

Standard Teaching Sequence, Con't.

1967 - 68

Teaching Aids:

- Bundled Counting Sticks
- Assorted Abacus Sets
- Counting Discs
- Large and Small Peg Boards
- *Instructo* Flannel Board Numerals

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 *One By One* (Grade 1)		74

LEVEL B, NUMERATION, SKILL 5

OBJECTIVE: Writes numerals from 1 to 100 in sequential order or on an ordered set of pictures. Writes numerals in sequential forward or reverse order for small blocks of numbers.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Fills in missing numerals on charts in short sequences of 1 to 20.	
2.	Writes all the numerals from 1 to 20 and fills in missing numerals on charts in short sequences of 1 to 20.	
3.	Fills in missing numerals on chart of 1 to 40.	16
4.	Fills in missing numerals on chart of 1 to 40 and writes all the numerals from 1 to 40.	
5.	Fills in missing numerals on chart from 1 to 60.	
6.	Fills in missing numerals on chart from 41 to 100.	17
7.	Fills in missing numerals on a number trail from 80 to 100.	18
8.	Fills in missing numerals on a chart from 1 to 80, and on a chart from 41 to 80.	
9.	Fills in missing numerals on a chart from 1 to 100.	19
10.	States numeral that is "one less than another." Fills in small blocks of numerals in reverse order.	20
11.	Writes numerals in reverse order, 52 to 46 and 74 to 64.	
12.	Writes numerals in reverse order, 79 to 65.	21
13.	Writes numerals in reverse order, 64 to 49 and 90 to 83.	
14.	Completes chart in reverse order from 100 to 1 with prompts at least at every tenth numeral.	22
15.	CET I.	
	CET II.	23

Circle pages that are to be done.

SCHOOL CODE ☐ **NAME** ____________________

NUMBER ____________________ **CLASS** ____________________

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ipi

[illegible]

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION
LEVEL B
NUMERATION (01)
SKILL 6

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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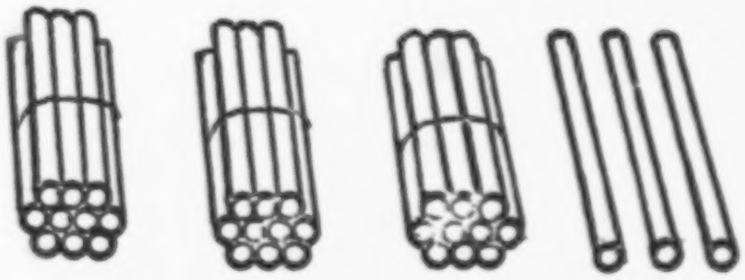
DEVELOPMENTAL EDITION

TO THE STUDENT

How many sticks are there?



There are ______ sticks.

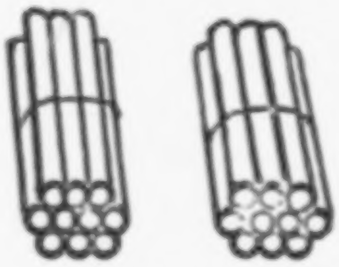
You will do more problems like this in this booklet.

Answer

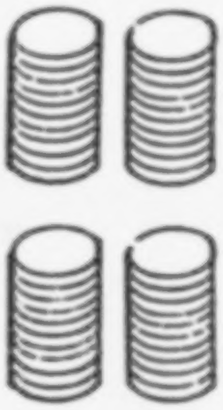
33 sticks

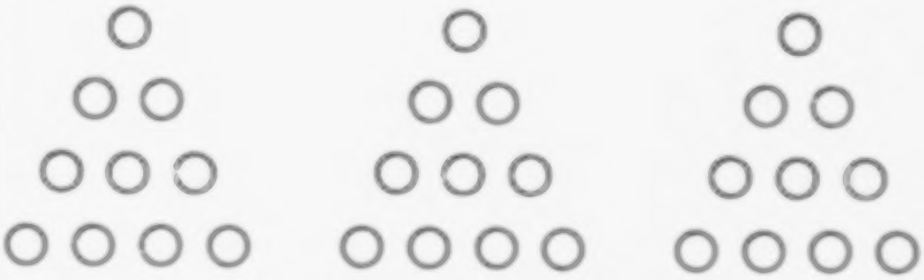
Page 1

How many groups of 10 things are there in each picture?

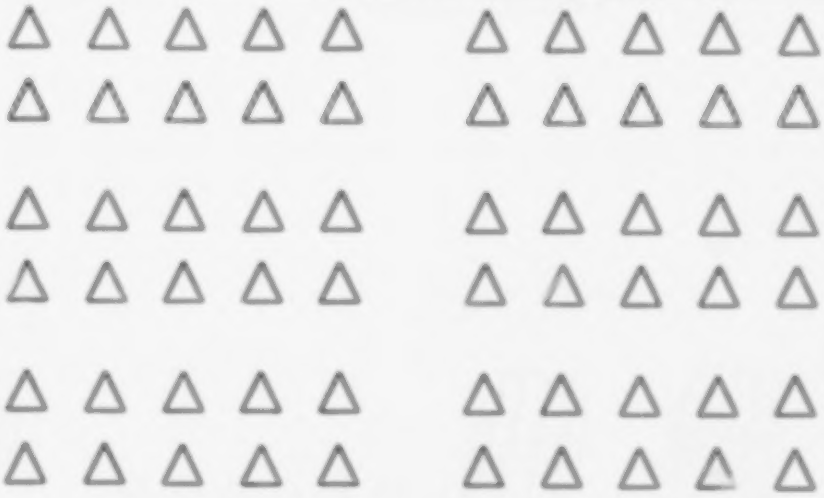


2 tens



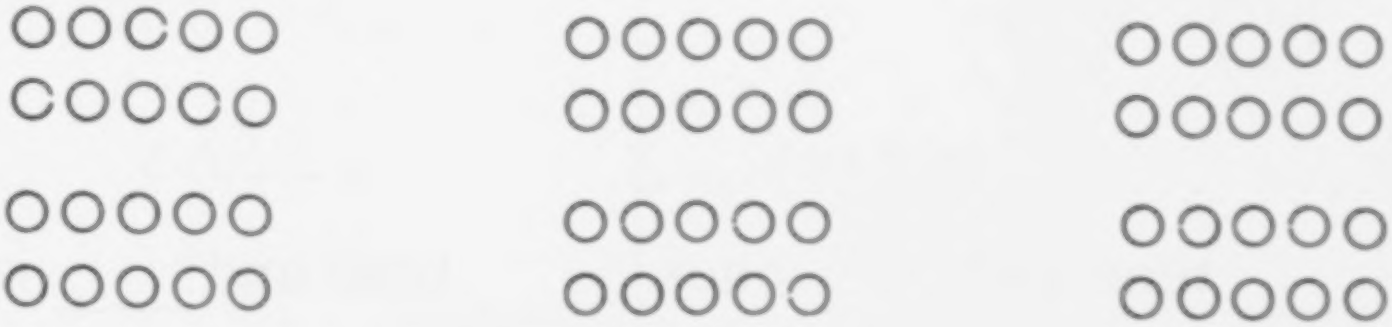


3 tens



6 tens

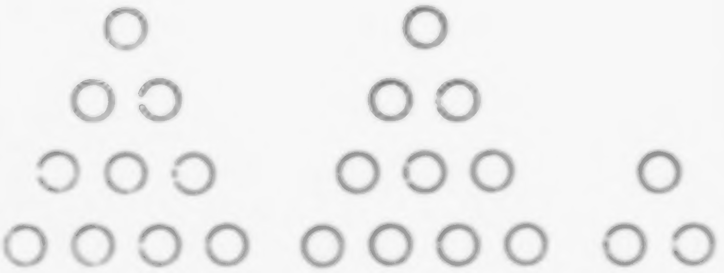
4 tens



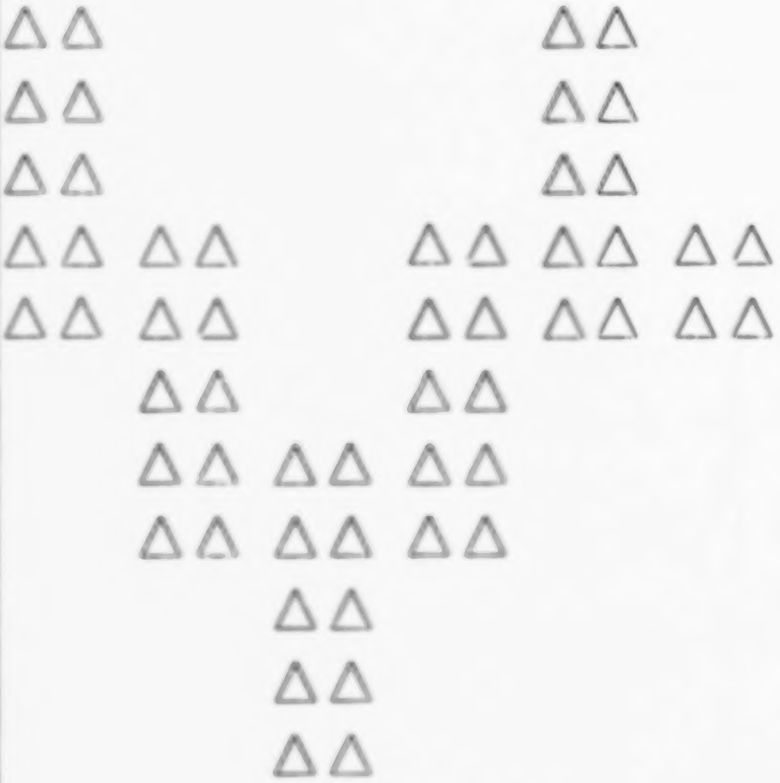
6 tens

Page 2

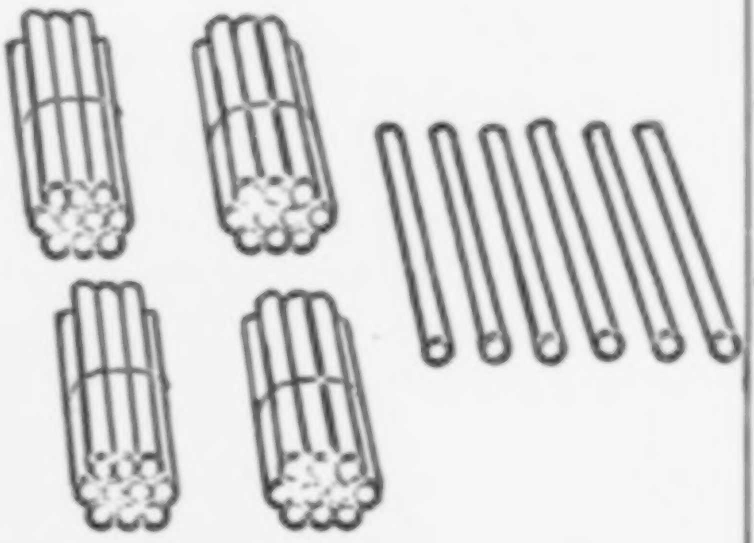
How many tens and ones?



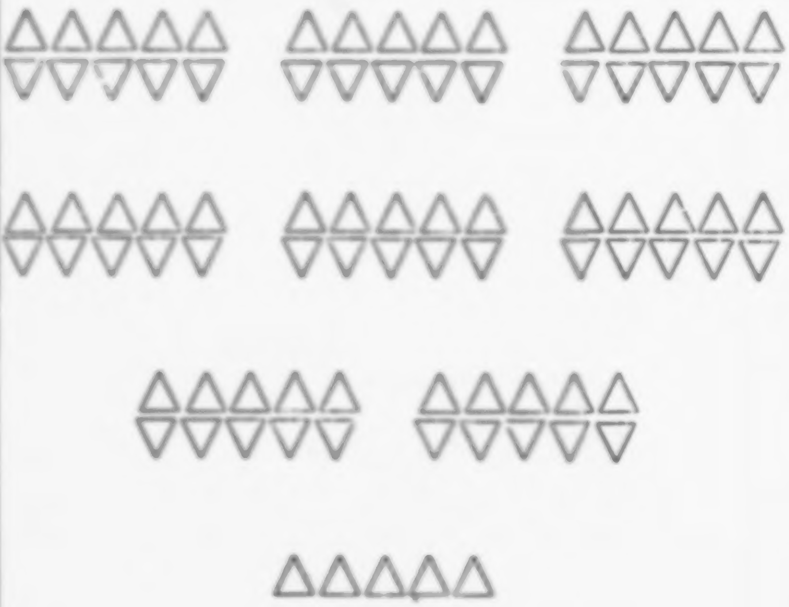
2 tens and 3 ones



5 tens and 4 ones



4 tens and 6 ones

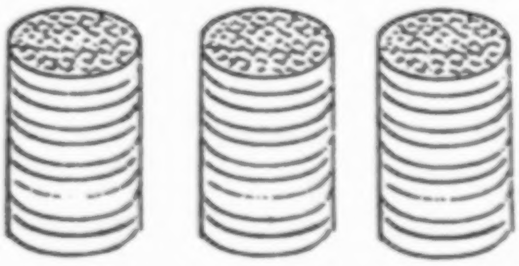


____ tens and ____ ones

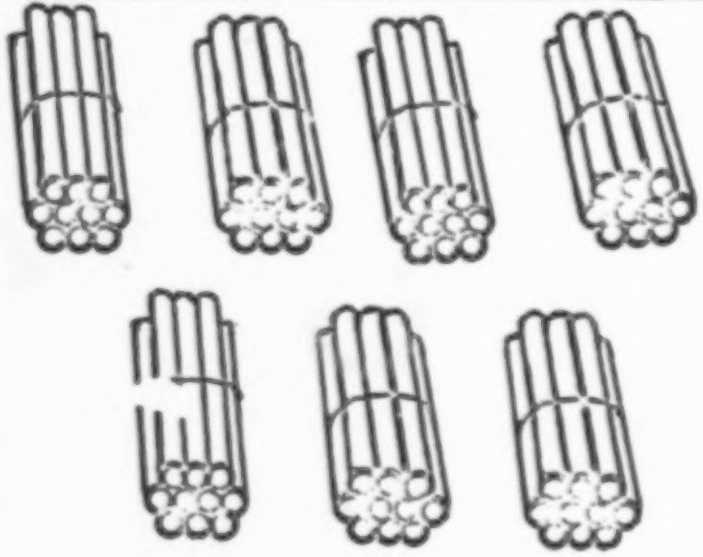
For extra practice, do Page 10

Page 3

Circle the correct numeral.



10 20 [✓ 30]



60 [✓ 70] 80

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△ △ △ △ △   △ △ △ △ △

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40 50 [✓ 60]

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   *         *         *         *
  * *       * *       * *       * *
 * * *     * * *     * * *     * * *
* * * *   * * * *   * * * *   * * * *
```

40 50 60

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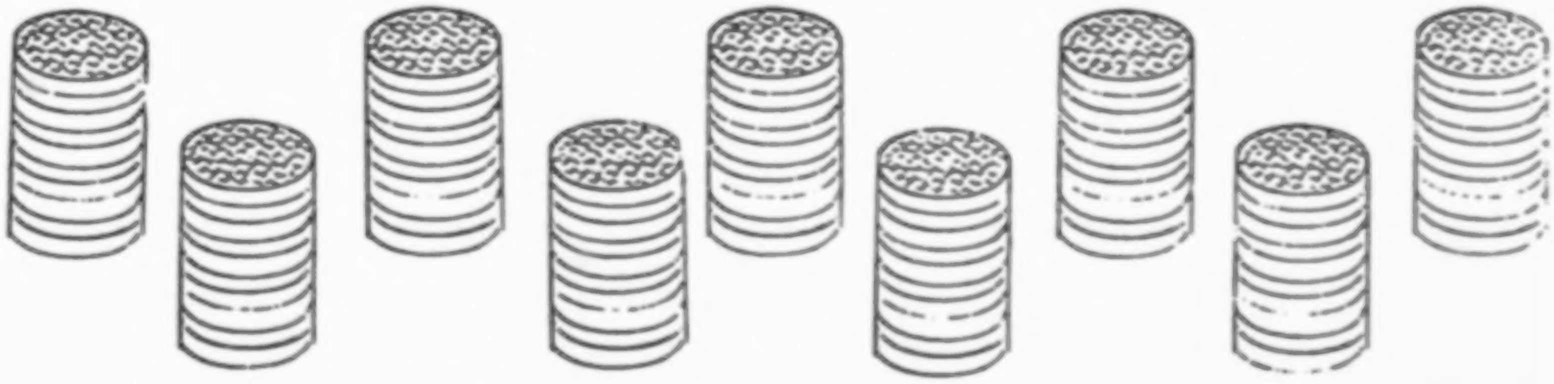
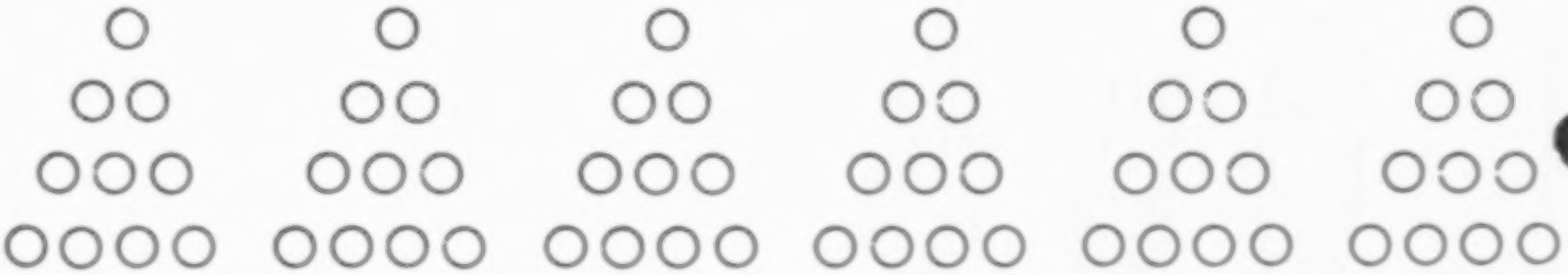
○○ ○○ ○○ ○○ ○○
○○ ○○ ○○ ○○ ○○
○○ ○○ ○○ ○○ ○○
○○ ○○ ○○ ○○ ○○

40 [✓ 50] 60

Write the numeral that tells how many things there are in each picture.



90



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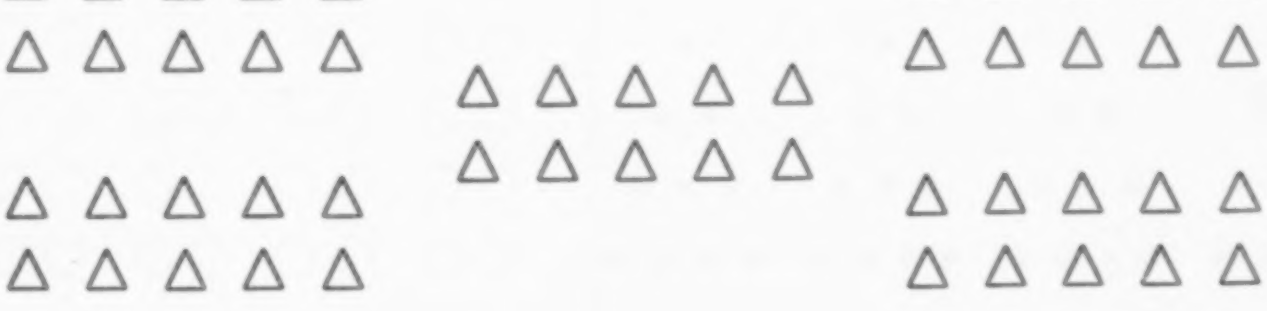
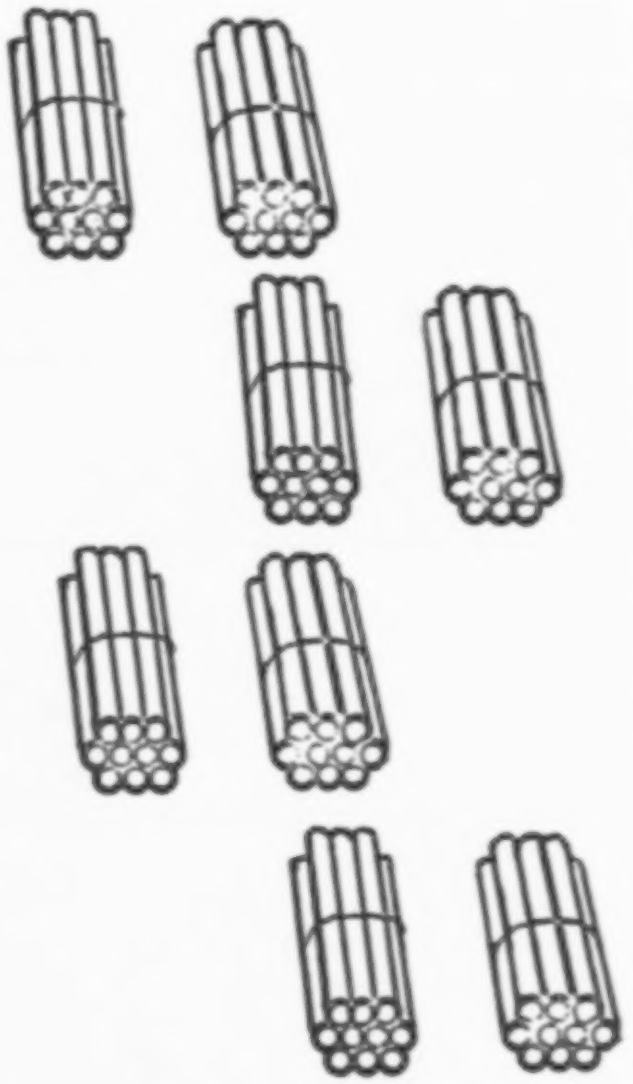


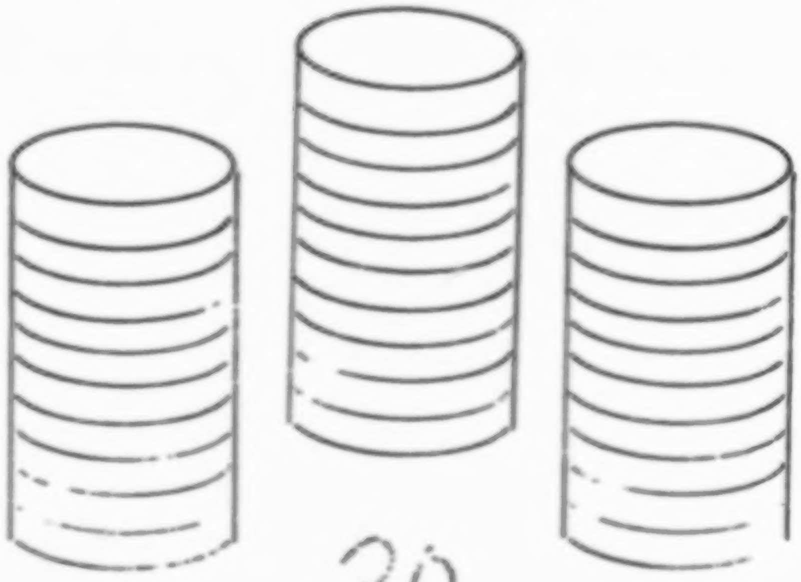
50

Page 5

Write the numeral that tells how many things there are.



80



30

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70

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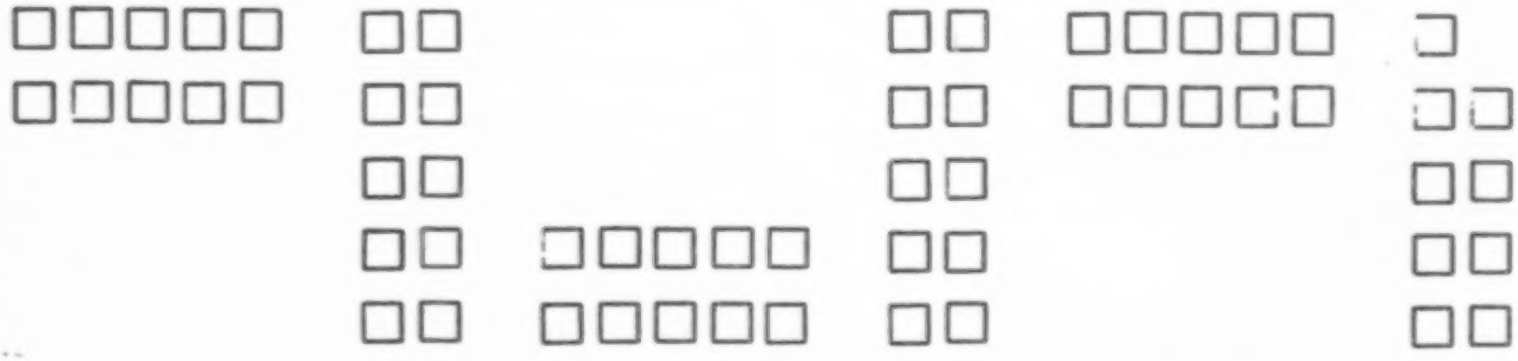
40

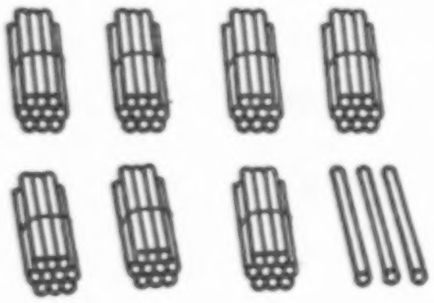
For extra practice, do Page 11

Page 6

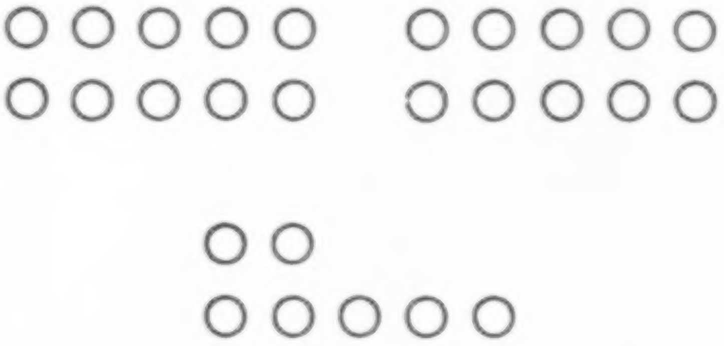
Circle the numeral that tells how many things there are. Watch to see if the groups are complete.



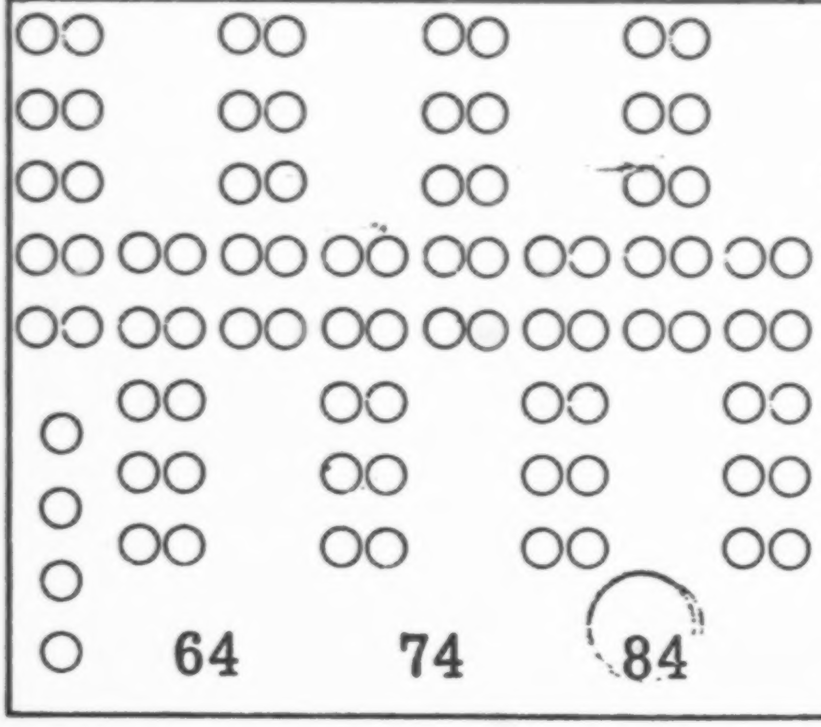
[✓ 59] 60 69



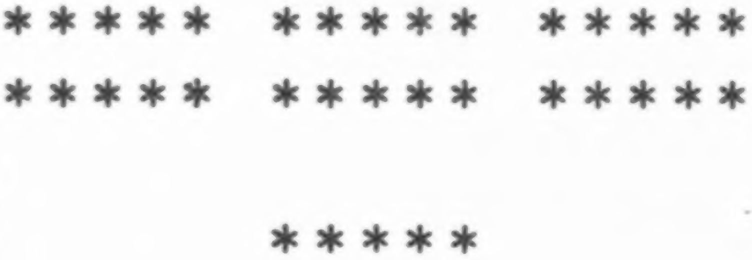
53 63 [✓ 73]



25 [✓ 27] 47



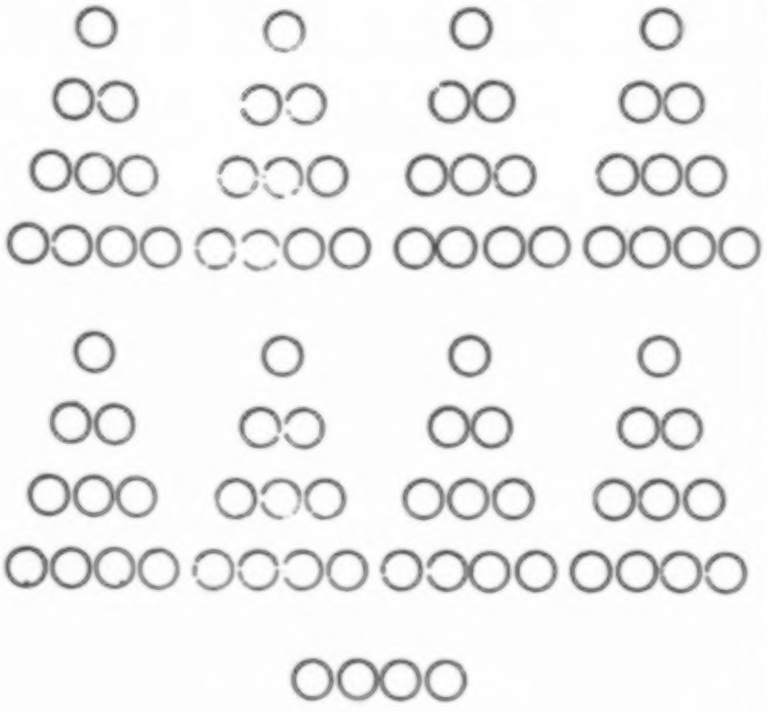
64 74 [✓ 84]



30 [✓ 35] 40

Page 7

Write the numeral that tells how many things there are in each picture.



64

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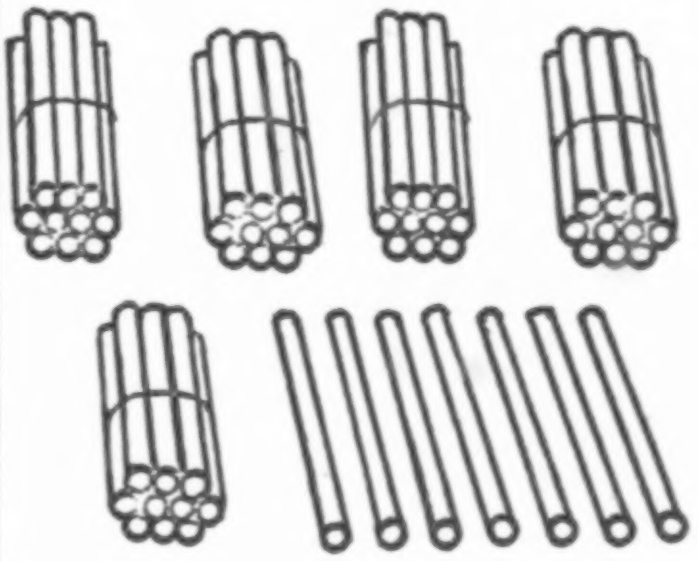
88



57

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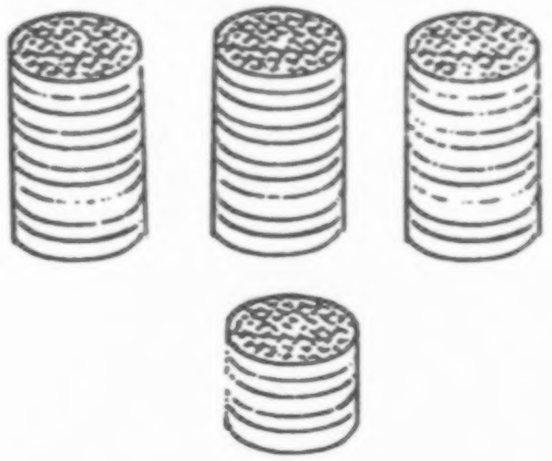
23



35

Page 8

Write the numeral that tells how many things there are.

XXXXX XXXXX XXXXX XXXXX XXXXX
XXXXX XXXXX XXXXX XXXXX XXXXX

XXXXX XXXXX XXXXX XXXXX
XXXXX XXXXX XXXXX XXXXX

XXX
XXXX

97

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19

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66

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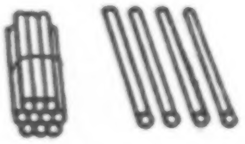
42

For extra practice, do Page 12

CET I

Write the numeral that tells how many things there are.



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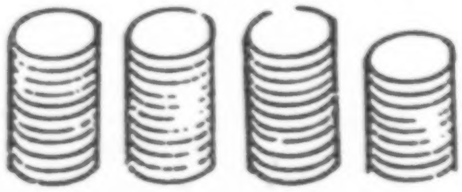

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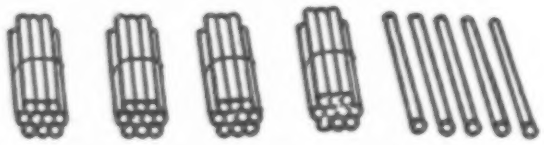
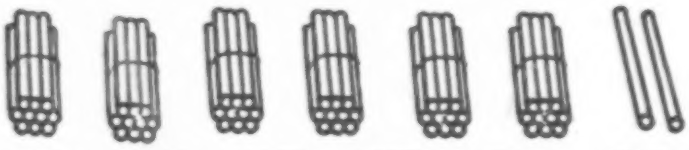
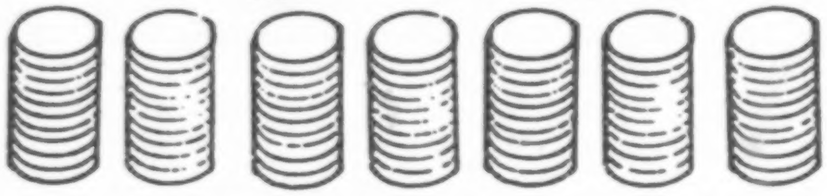


______



______



______

CIRCLE CORRECT BOX	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

Write the numeral that comes after the one shown.

15 ______

37 ______

59 ______

Write the numeral that comes before the one shown.

______ 18

______ 42

______ 90

CIRCLE CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

How many tens and ones? Fill in the spaces.

10 10 10 10

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△ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △

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△ △

4 tens and 6 ones

* * * * * * * * * *
* * * * * * * * * *

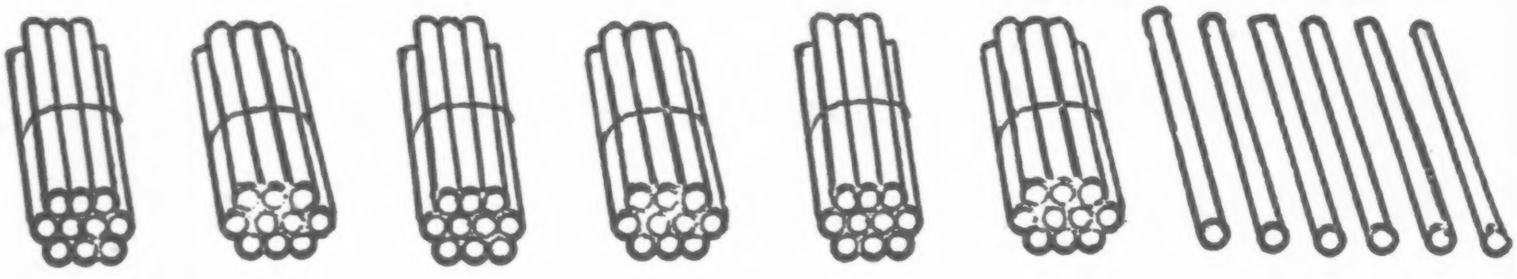
* * *

2 tens and 3 ones

○○ ○○ ○○ ○○ ○○
○○ ○○ ○○ ○○ ○○
○○ ○○ ○○ ○○ ○○
○○ ○○ ○○ ○○ ○○
○○ ○○ ○○ ○○ ○○

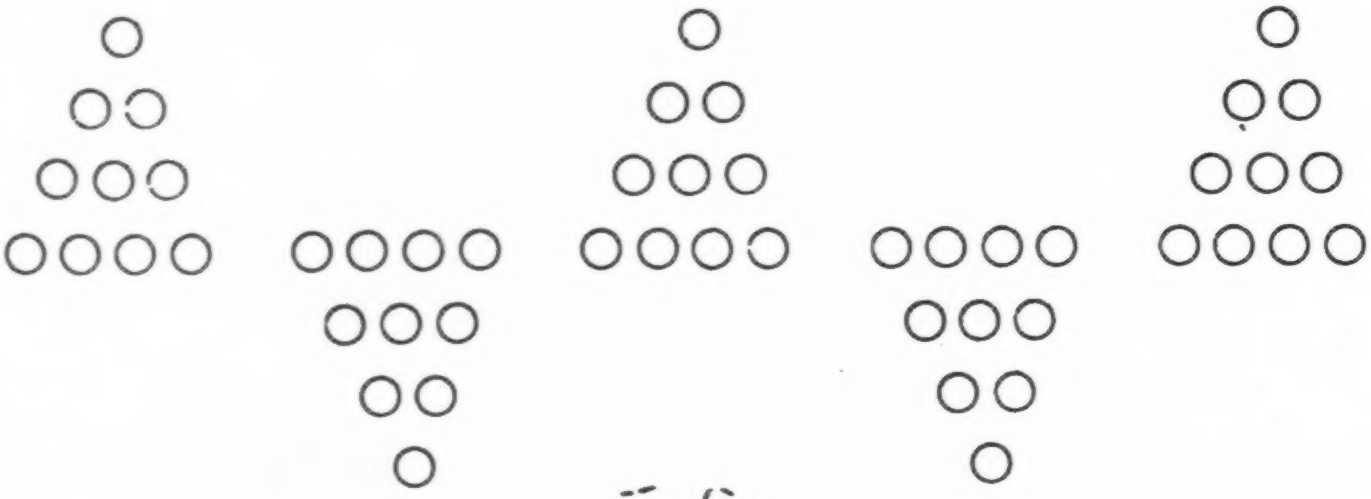
○○○
○○○

5 tens and 6 ones



6 tens and [illegible] ones

Write the numeral that tells how many things there are.



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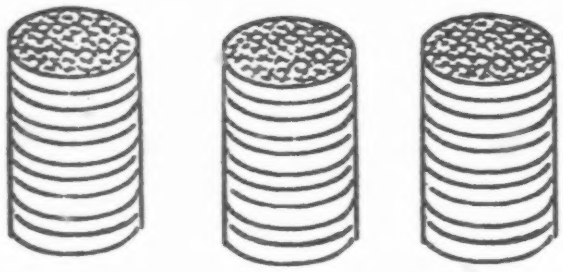
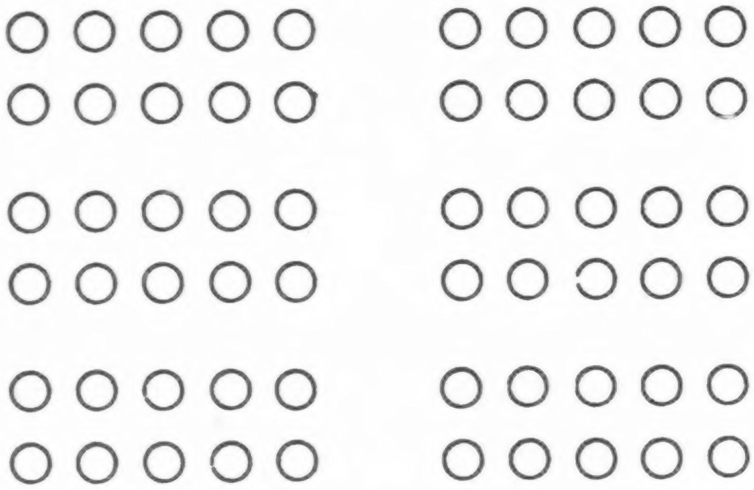
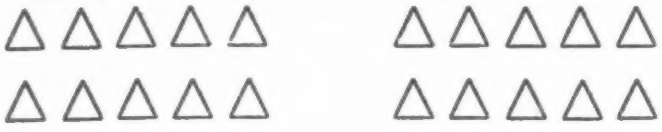


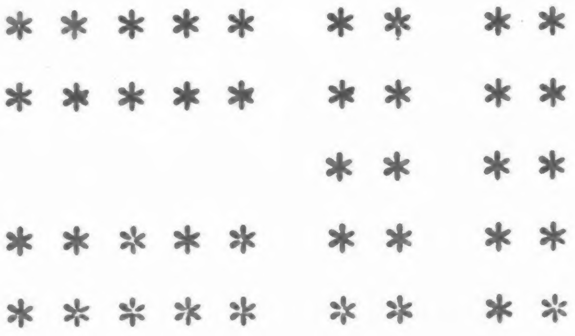
30



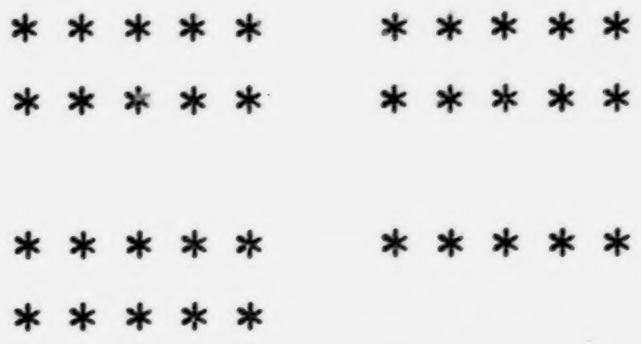
60



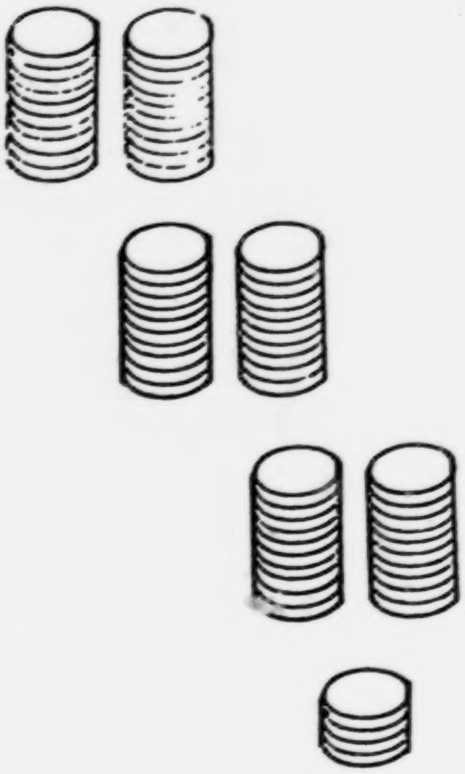
20



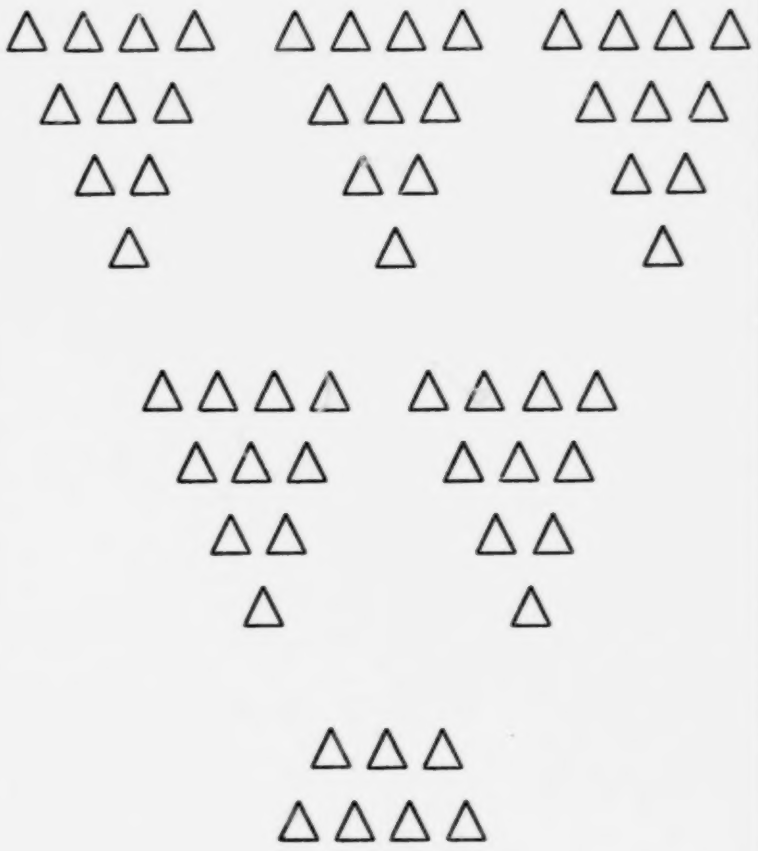
Write the numeral that tells how many things there are.



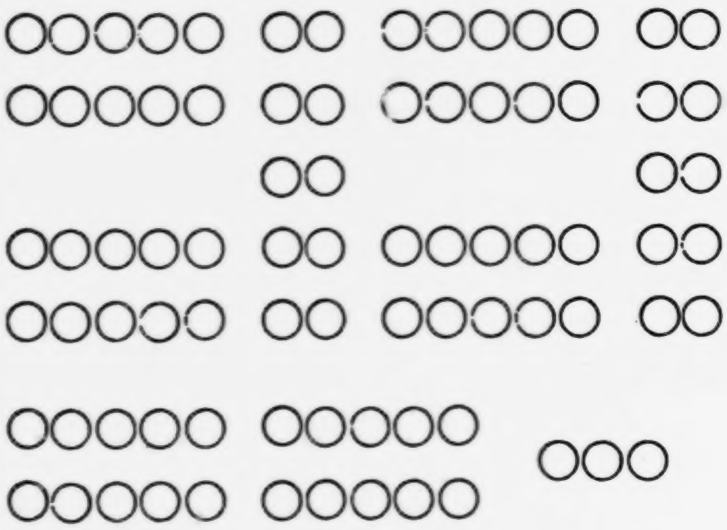
35



64



57



83

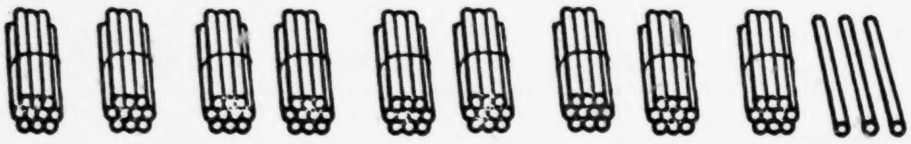
6

CET II

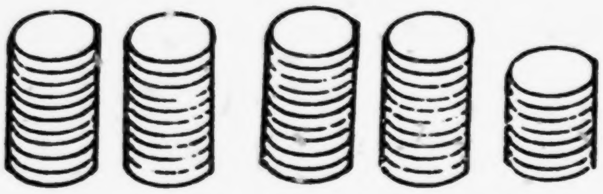
Write the numeral that tells how many things there are.

CIRCLE CORRECT BOX

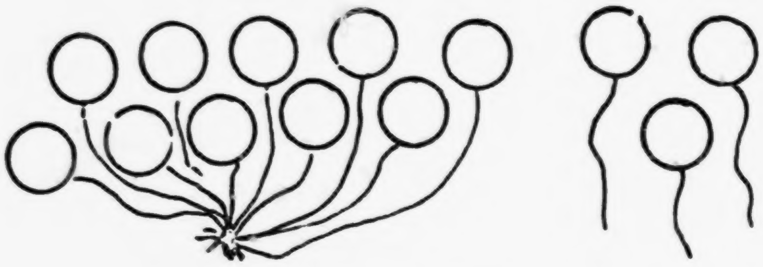
TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
2	40
1	20



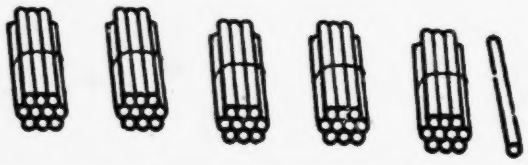
_____



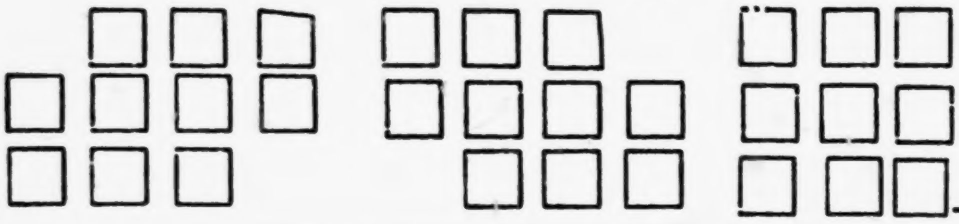
_____



_____



_____



_____

Write the numeral which comes:

before 58 _____ after 23 _____

before 39 _____ after 74 _____

before 16 _____ after 82 _____

CIRCLE CORRECT BOX

TL. PTS.	
6	100%
NO. OF PTS.	%
5	83
4	67
3	50
2	33
1	17

Standard Teaching Sequence, Con't.

1967 - 68

Ordering

Teaching Aids:

Large and Small Peg Boards
Discs available

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 One By One (Grade 1)		31
Harcourt, Brace, & World, 1965 Two By Two (Grade 2)		19

LEVEL B, NUMERATION, SKILL 6

OBJECTIVE: States, selects, or writes the cardinal number of a structured group to 100. Groups are combined for easier counting.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Writes correct number of tens in each grouping.	
2.	Writes correct number of tens and ones in each grouping.	10
3.	Circles correct number of things in each grouping. Multiples of 10.	
4.	Writes correct number of things in each grouping. Multiples of 10.	
5.	Writes correct number of things in each grouping. Multiples of 10.	11
6.	Circles correct number of things in each grouping.	
7.	Writes correct number of things in each grouping.	
8.	Writes correct number of things in each grouping.	12
9.	CET I.	
	CET II.	13

Circle pages that are to be done.

SCHOOL CODE ☐

NAME ______________________

NUMBER ______________ CLASS ______________

ipi

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL B

NUMERATION (01)

SKILL 7

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

Appleton-Century-Crofts ACC Division of Meredith Publishing Company

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DEVELOPMENTAL EDITION

TO THE STUDENT

Fill in the missing numerals.

______, 96, ______, 98, ______

The first missing numeral is the one that comes before 96.

The second missing numeral comes between 96 and 98.

The third missing numeral comes after 98.

Answers

95, 96, 97, 98, 99

Fill in these blanks to put the numerals in order.

38, 39, 40, 41

57, ______, 59, 60

______, 62, ______, 64

86, 87, 88, 89

18, 19, ______, 21

98, ______, 100, 101.

73, ______, 75, ______

Circle the numeral that comes before the numeral with a line under it.

35 71 14 72

99 15 54 55

62 99 101 100

41 42 78 43

Circle the numeral that comes after the numeral with a line under it.

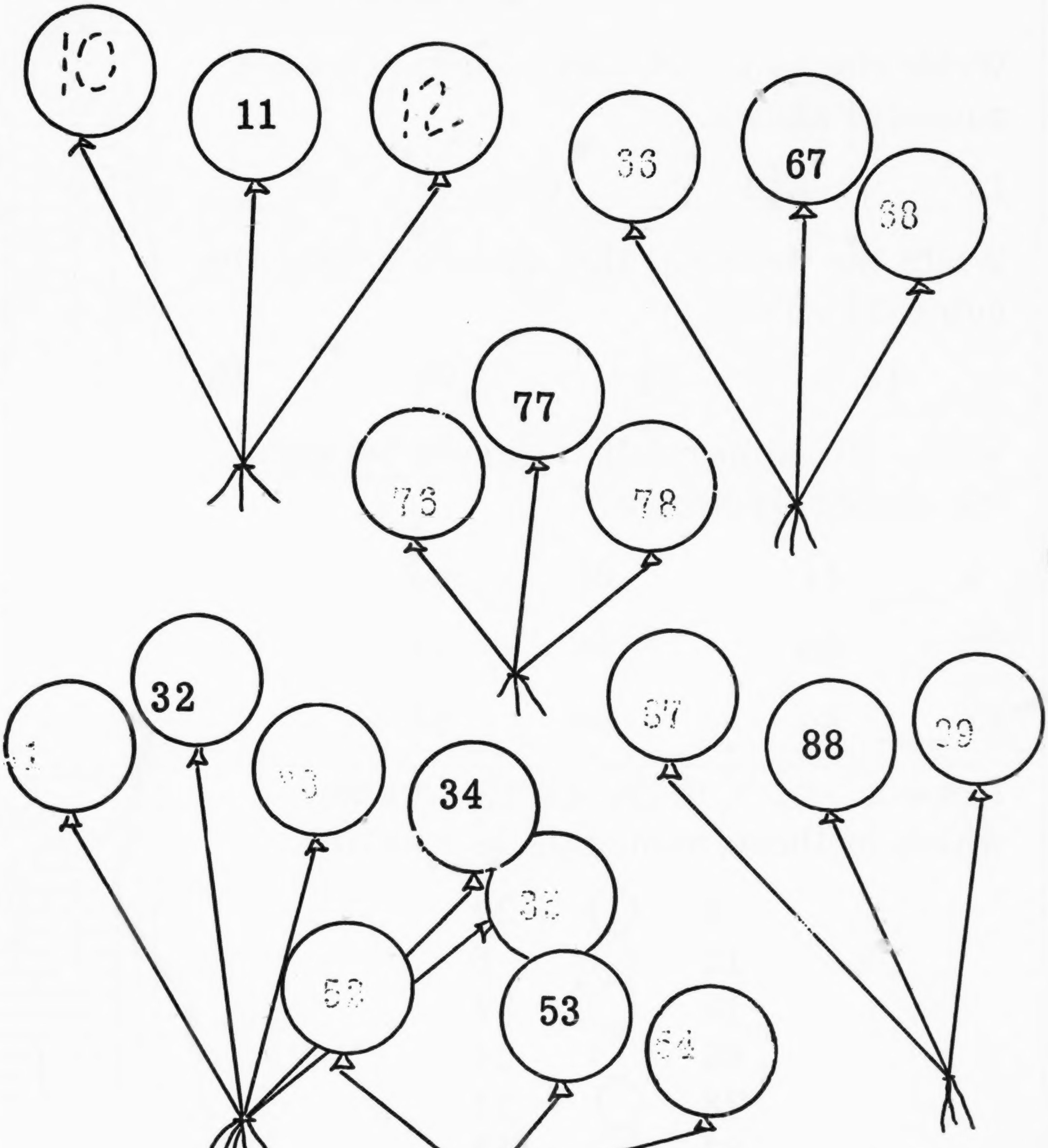
80 79 89 81

69 70 68 71

98 97 99 100

76 75 72 77

Write the numerals that come before and after the numerals on the balloons.


10
11
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67
68
76
77
78
31
32
33
34
35
52
53
54
87
88
89

CET I

Write the numeral that comes after the numeral shown.

11 ____ 44 ____ 67 ____ 89 ____

Write the numeral that comes before the numeral shown.

____ 14 ____ 55 ____ 78 ____ 80

Write the numeral that comes between the numerals shown.

9 ____ 11 81 ____ 83

24 ____ 26 96 ____ 98

42 ____ 44 59 ____ 61

CIRCLE CORRECT BOX	TL. PTS.	
	14	100%
	NO. OF PTS.	%
	13	93
	12	86
	11	79
	10	71
	9	64
	8	57
	7	50
	6	43
	5	36
	4	29
	3	21
	2	14
	1	7

Draw a > or < in the circle to show which of these numerals is smaller.

9 ○ 29
12 ○ 6
13 ○ 32
65 ○ 56
78 ○ 74
82 ○ 12

CIRCLE CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

Fill in the numeral which comes between the numerals shown.

1, 2, 3

4, ___, 6

7, ___, 9

10, ____, 12

13, ____, 15

16, ____, 18

19, ____, 21

22, ____, 24

25, ____, 27

28, ____, 30

31, ____, 33

34, 35, 36

Fill in the numeral which comes between the numerals shown.

37, 38, 39   40, 41, 42   43, 44, 45

46, 47, 48   49, 50, 51   52, 53, 54

55, 56, 57   58, 59, 60   61, 62, 63

64, 65, 66   67, 68, 69   70, 71, 72

Fill in the numeral which comes between the numerals shown.

73, 74, 75
76, 77, 78
79, 80, 81

82, 83, 84
85, 86, 87
88, 89, 90

91, 92, 93
94, 95, 96
97, 98, 99

CET II

CIRCLE CORRECT BOX	TL. PTS.	
	14	100%
	NO. OF PTS.	%
	13	93
	12	86
	11	79
	10	71
	9	64
	8	57
	7	50
	6	43
	5	36
	4	29
	3	21
	2	14
	1	7

Write the numeral that comes before the numeral shown.

____ 54   ____ 100

____ 11   ____ 49

Write the numeral that comes after the numeral shown.

84 ____   50 ____

9 ____   26 ____

Write the numeral that comes between the numerals shown.

92, ____, 94   29, ____, 31

75, ____, 77   40, ____, 42

27, ____, 29   79, ____, 81

CIRCLE CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

Draw a > or < in the circle to show which of these numerals is smaller.

24 ○ 14   33 ○ 67

83 ○ 45   8 ○ 18

29 ○ 92   72 ○ 27

Standard Teaching Sequence, Con't.

1967 -68

Teaching Aids:

- Large and Small Peg Boards
- Discs available
- Link-numbers Game
- Judy Square Counting 1 to 900

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 One By One (Grade 1)		47
Harcourt, Brace, & World, 1965 Two By Two (Grade 2)		23

Page 11

LEVEL B, NUMERATION, SKILL 7

OBJECTIVE: Identifies what number comes immediately before or after a given number or between two numbers, for numbers to 100, with or without structured groups.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Writes numeral immediately before or after given numeral, with numeral line for help.	6, 7, 8
2.	Completes four-numeral sequence, given two numerals.	
3.	Identifies numeral, among other numerals, immediately before or after given numeral.	
4.	Writes numerals immediately before and after given numerals.	
5.	CET I.	
	CET II.	9

Circle pages that are to be done.

SCHOOL CODE ☐

NAME ______________________________

NUMBER ____________________ **CLASS** ____________________

ipi

MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL B
NUMERATION (01)
SKILL 8

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

What number is one less than 80? Write it in the blank. ______

What number is one more than 32? ______

Can you circle the largest number?

42 71 64

Now put an X on the smallest number. You'll get more practice in this booklet, and learn what > and < mean.

Answers

79

33

~~42~~ [✓ 71] 64

Page 1

Draw a circle around the smaller number in each pair.

74 , 24

63 , 68

15 , 16

43 , 50

40 , 41

81 , 79

74 , 63

90 , 92

71 , 17

26 , 36

For extra practice, do Page 14

Put a check on the smallest number in each row.

✓36 43 50

✓41 60 83

94 ✓84 91

43 ✓24 35

27 72 ✓2

79 ✓71 100

96 95 ✓93

49 79 ✓29

✓4 49 90

50 ✓19 81

100 51 ✓21

✓9 88 18

For extra practice, do Page 15

< means less than.

4 is less than 6.

So 4 $\boxed{<}$ 6.

Read this as "four is less than 6."

Put a < in the circle.

3 is less than 5.

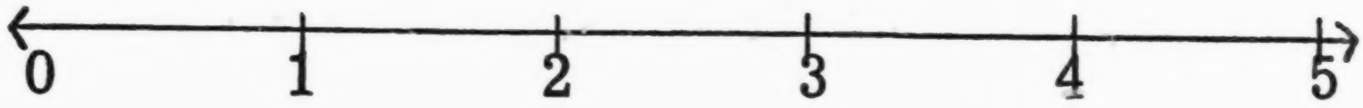
So 3 (<) 5.

Write the words in the blanks.

2 < 4 means

2 is less than 4.

Fill in the missing numeral or sign.



Which is smaller, 2 or 5? 2

So 2 ☐< 5

Which is smaller, 1 or 4? 1

So ______ < ______

Which is smaller, 4 or 2? ______

So 2 ☐ ______

Which is smaller, 2 or 0? ______

So ______ ☐ ______

For extra practice, do Page 16

Which number of each pair is bigger? Write an answer using <.

Put your answers here.

41	22	22	<	41
62	74	62	<	74
97	99	97	<	99
14	12	12	<	14
47	74	47	<	74
10	100	10	<	100
87	77	77	<	87

Page 6

Draw a circle around the greater number in each pair.

[✓ 65], 62

18, [✓ 88]

19, [✓ 97]

40, [✓ 44]

[✓ 66], 32

[✓ 99], 81

71, [✓ 100]

[✓ 65], 56

[✓ 33], 32

[✓ 45], 21

For extra practice, do Page 17

Draw a circle around the greatest number in each set.

70 40 [✓ 80]

2 [✓ 22] 20

65 [✓ 95] 59

1 11 [✓ 21]

[✓ 83] 80 79

[✓ 90] 60 69

19 17 [✓ 23]

40 [✓ 78] 48

70 30 [✓ 73]

9 [✓ 86] 72

1 [✓ 6] 5

[✓ 87] 77 67

For extra practice, do Page 18

Fill in the correct symbol or word.

> means greater than.

7 is greater than 2.

So 7 $\textcircled{>}$ 2.

Read this as "seven is greater than 2."

Put > in the circle.

6 is greater than 3.

So 6 ◯ 3.

4 > 1 means

4 is greater than 1.

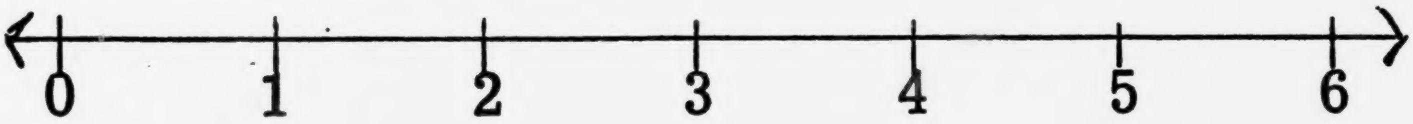
With both < and >, the smaller end points toward the smaller number.

8 < 9

9 > 8

Page 9

Fill in the correct numeral or sign.



Which is greater, 4 or 3? 4

So 4 > 3

Which is greater, 5 or 1? 5

So 5 > 1

Which is greater, 6 or 2? 6

So 6 > 2

Which is greater, 5 or 6? 6

So ______ ○ ______

For extra practice, do Page 19.

Which number of each pair is bigger? Write an answer using >

Put your answers here.

72	74	74 > 72
88	83	88 > 83
13	31	31 > 13
97	93	97 > 93
11	100	100 > 11
45	46	46 > 45
0	10	10 > 0

TOTAL POINTS	NUMBER CORRECT
7	

Remember these hints.

small end < big end

big end > small end

smaller number < bigger or greater number

bigger or greater number > smaller number

Circle the smaller number, at the small end.

[✓ 43] < 62

81 > [✓ 76]

[✓ 37] < 49

11 > [✓ 9]

62 > [✓ 47]

[✓ 23] < 32

[✓ 96] < 98

Circle the greater number, at the big end.

[✓ 98] > 83

28 < [✓ 37]

[✓ 63] > 54

82 < [✓ 98]

29 < [✓ 30]

[✓ 73] > 39

20 < [✓ 30]

For extra practice, do Page 20

Put > or < in the ○.

72 < 99

66 < 79

53 > 41

32 > 27

10 < 84

75 > 38

17 < 18

26 > 24

For extra practice, do Page 21.

CET I

Circle the greatest number in each group.			Circle the smallest number in each group.		
21	26	24	18	38	83
35	46	60	34	21	43
79	63	74	57	52	59
85	58	53	71	84	60

CIRCLE CORRECT BOX

TL. PTS.	
14	100%
NO. OF PTS.	%
13	93
12	86
11	79
10	71
9	64
8	57
7	50
6	43
5	36
4	29
3	21
2	14
1	7

Mark greater than, > or less than, <.

2 ○ 5

23 ○ 18

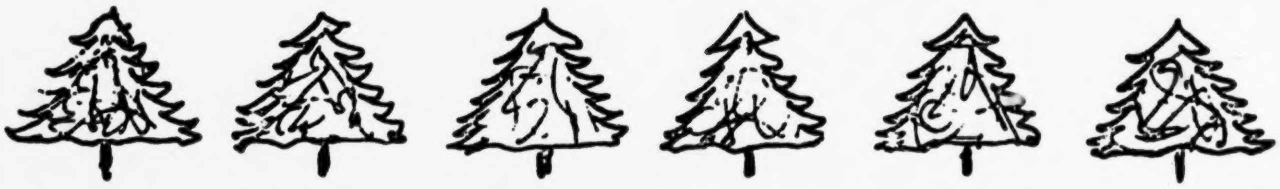
46 ○ 44

77 ○ 80

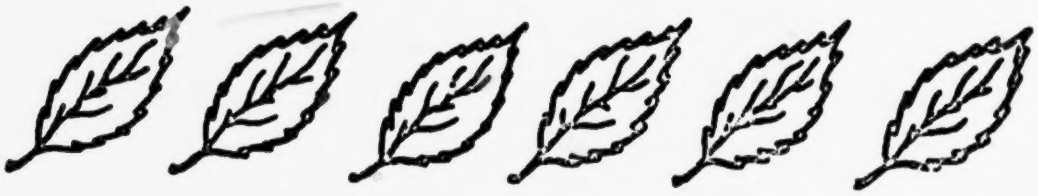
60 ○ 50

91 ○ 99

Put a check on the fifth tree.



Put a check on the second leaf.



CIRCLE CORRECT BOX

TL. PTS.	
2	100%
NO. OF PTS.	%
1	50

300

Put a check on the smallest number in each set.

[✓ 10] 12 13

17 [✓ 12] 20

8 10 [✓ 2]

[✓ 19] 20 21

[✓ 6] 16 26

12 [✓ 2] 22

15 [✓ 5] 25

[✓ 6] 9 15

Draw a circle around the smaller number.

24 , [✓ 14]

[✓ 31] , 33

15 , [✓ 12]

8 , [✓ 6]

[✓ 12] , 25

22 , [✓ 12]

[✓ 10] , 11

[✓ 17] , 50

$<$ means is less than.

4 is less than 6.

So 4 $\boxed{<}$ 6

Which number is smaller? Write your answer.

3 or 2? 2

So 2 $\boxed{<}$ 3

5 or 6? 5

So 5 $<$ 6

1 or 0? 0

So 0 $\boxed{\ }$ 1

Page 17

Draw a circle around the greater number.

[✓ 27], 17

33, [✓ 38]

[✓ 41], 39

43, [✓ 50]

24, [✓ 52]

47, [✓ 50]

[✓ 12], 8

0, [✓ 10]

Put a circle around the greatest number.

24 42 [✓ 50]

[✓ 47] 37 27

[✓ 15] 12 11

42 [✓ 43] 41

60 [✓ 61] 59

[✓ 49] 30 19

19 29 [✓ 39]

> means is greater than.

14 is greater than 8.

So 14 > 8

Which number is greater?

23 or 26? 26

So 26 > 23

12 or 4? 12

So 12 > 4

35 or 53? 53

So 53 > 35

8 > 4 means 8 is greater than 4.

4 < 5 means 4 is smaller than 5.

Remember, the small end of < or > always points to the smaller number.

Circle the smaller number.

⑤ < 8 6 > ② 6 > ④
⑧ < 10 14 > ⑩

Circle the greater number.

6 < ⑧ ④ > 1 7 < ⑨
⑪ > 3 ⑨ > 6

Put < or > in the circle.

17 ○ 27

39 ○ 25

79 ○ 64

92 ○ 29

41 ○ 75

58 ○ 28

64 ○ 85

32 ○ 69

CET II

Circle the greatest number.

14 52 31

93 47 39

15 16 10

25 24 43

88 33 28

Circle the smallest number.

67 75 17

12 11 13

56 65 58

100 10 1

20 42 19

CIRCLE CORRECT BOX	TL. PTS.	
	18	100%
	NO. OF PTS.	%
	17	94
	16	89
	15	83
	14	78
	13	72
	12	67
	11	61
	10	56
	9	50
	8	44
	7	39
	6	33
	5	28
	4	22
	3	17
	2	11
	1	6

Fill in the correct sign, > or <.

42 ☐ 13

53 ☐ 54

29 ☐ 92

19 ☐ 9

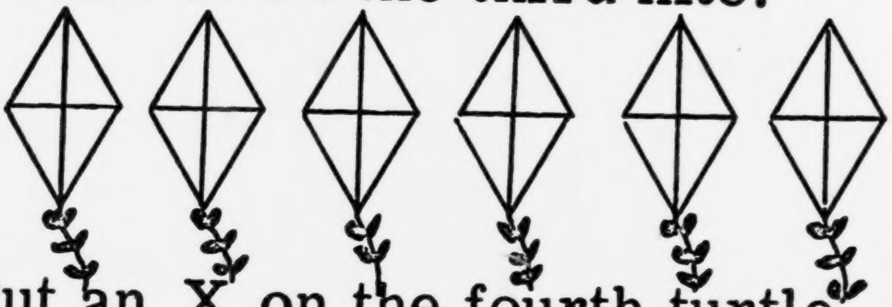
76 ☐ 67

48 ☐ 88

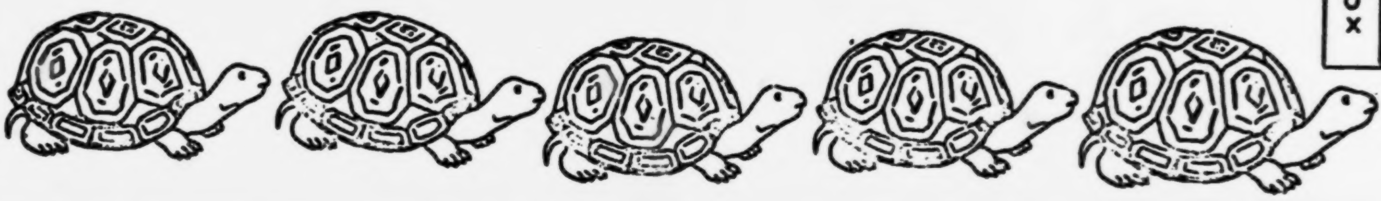
35 ☐ 13

77 ☐ 96

Put an X on the third kite.



Put an X on the fourth turtle.



CIRCLE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

OBJECTIVE: Selects which of two (or three) numbers is greater (greatest), smaller (smallest) for numbers to 100. Places > or < between two numbers to indicate the greater or lesser.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Identifies smaller number of 2.	14
2.	Identifies smallest number of 3.	15
3.	Writes < for "is less than."	
4.	Identifies smaller number of two and inserts <.	16
5.	Orders two numbers, inserting < between them.	
6.	Circles greater number of 2.	17
7.	Circles greatest number of 3.	18
8.	Writes > for "is greater than."	
9.	Identifies greater number of two and inserts >.	19
10.	Orders two numbers, inserting > between them.	
11.	Identifies greater or smaller number in number statements, using > or < .	20
12.	Writes > or < between two numbers.	21
13.	CET I.	
	CET II.	22

Circle pages that are to be done.

Standard Teaching Sequence, Con't.

1967 - 68

Sequence No.	Prescription No.	
23R		Writes greater-than and less-than signs to show the larger of two numbers. Makes up a sentence using a greater-than sign; makes up a sentence using a less-than sign.
24R		Writes a greater-than sign or a less-than sign in a box to make true sentences.

Teaching Aids:

Instructo Flannel Board Symbols (> and <)
Add - A - Count Scale
Counting Sticks
Counting Discs

Textbook Resources:

Book	Teaching Pages	Practice Pages

GREATER THAN AND LESS THAN

Today you are going to work some problems that have to do with greater than and less than. (pause)

Suppose you have 5 candy bars and your friend has three. Who would have the greater amount? (long pause) You would have the greater amount of candy because five is greater than three. You would have two more candy bars more than your friend. (pause)

Read the first problem on your worksheet. (pause) You will notice in the arithmetic sentence, a five, a three, and a greater-than sign. A greater-than sign is just a short way of writing out the words "is greater than." You read this sentence from left to right: five is greater than three. Can you say that? (pause) Notice that larger number, five, is on the side where the sign is wide. The sign becomes narrow where the smaller number, three, appears. (pause)

Let's try another problem. You still have five candy bars and your friend has three. Who would have the smaller amount? (long pause) Your friend would have the smaller amount of candy because three is less than five. (pause) In problem two of your worksheet you will notice in the arithmetic sentence a three, a five, and a less-than sign. A less-than sign is just a short way of writing out the words "is less than." You read this sentence from left to right: 3 is less than 5. Can you say that? (pause)

Notice that the smaller number, three, is still on the side in which the sign is narrow, and the sign still becomes wider where the larger number, five, appears. (pause) Because we read from left to right, when we use the less-than sign we put the smaller number and the narrow side on the left, (pause) and we put the larger number and the wide side on the right. (pause) Keeping this in mind, fill in the dotted lines of problem 3. BELL

Because we read from left to right, when we use the greater-than sign we put the larger number and the wide side on the left, (pause) and we put the smaller number and the narrow side on the right. (pause) Keeping this in mind, fill in the dotted lines of problem 4. BELL

Look at problem 5. Which number is larger, 5 or 7? (pause) That's right, 7 is greater than 5. Now put a greater-than sign in the box to make this sentence.

See if you can write your own less-than sentence in problem 6. BELL

Now try a greater-than sentence in problem 7. BELL.

Turn the page and work the problems on the next page. If you have any trouble, listen to the disc again. When you have finished, put me away and take your two papers to the Aide. BELL.

Name KEY Date____ Room____ | 5 | |

page 1

Get disc B - Num - 8 - 23R

1. 5 > 3

2. 3 < 5

3. 4 < 7

4. 6 > 2

5. 7 $\boxed{>}$ 5

6. ___ < ___

7. ___ > ___

} any reasonable answer

Name KEY Date_____ Room____ 10

page 2

Put > or < in the boxes to make the sentences true.

1. 7 $\boxed{<}$ 9

2. 12 $\boxed{>}$ 8

3. 24 $\boxed{<}$ 27

4. 19 $\boxed{>}$ 13

5. 87 $\boxed{>}$ 83

6. 12 $\boxed{<}$ 36

7 100 $\boxed{>}$ 51

8. 63 $\boxed{>}$ 42

9. 21 $\boxed{<}$ 77

10. 90 $\boxed{>}$ 19

Name KEY Date ____ Room ____ | — |

page 3

Extra Fun

Keep this page.

I go outside to play after _____ o'clock

and before _____ o'clock.

I eat dinner after _____ o'clock and

before _____ o'clock.

My favorite television program starts after

_____ o'clock and before _____ o'clock.

I go to bed after _____ o'clock and

before _____ o'clock.

SCHOOL CODE ☐

NAME ____________________

NUMBER ____________________ CLASS ____________________

IPI

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION
LEVEL B
NUMERATION (01)
SKILL 9

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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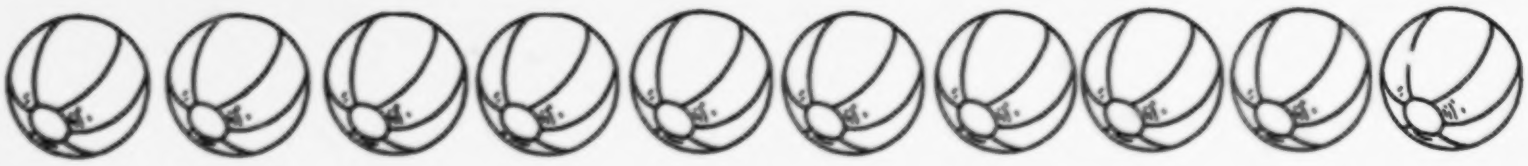
DEVELOPMENTAL EDITION

TO THE STUDENT

Do you know the names for positions of things, as you count them?

Draw a big **X** on the second and sixth balls.



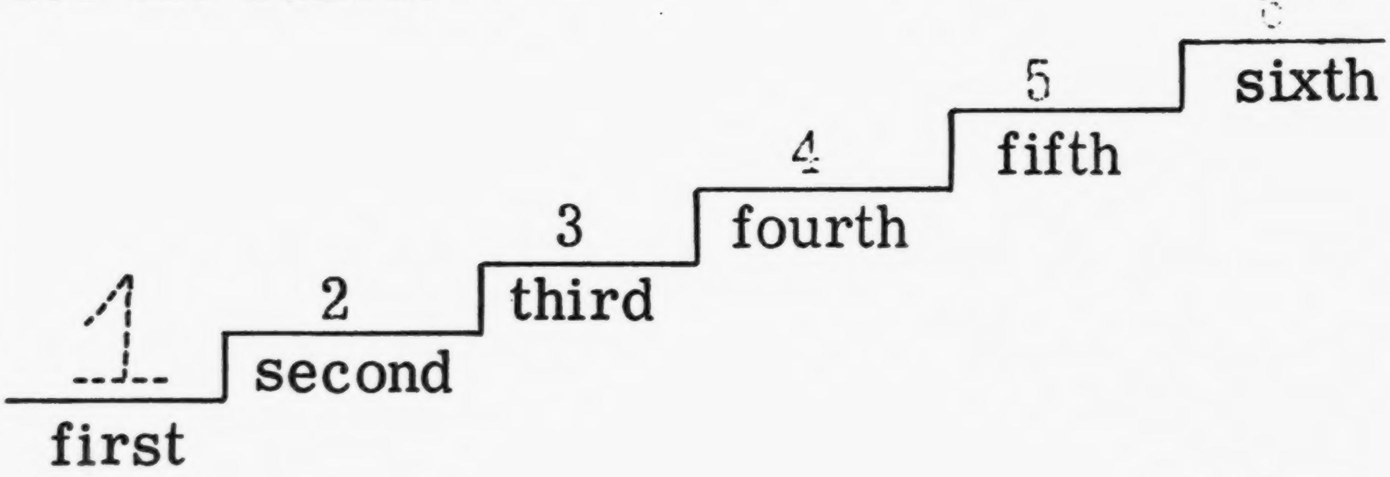
Answers

OXOOOXOOOO

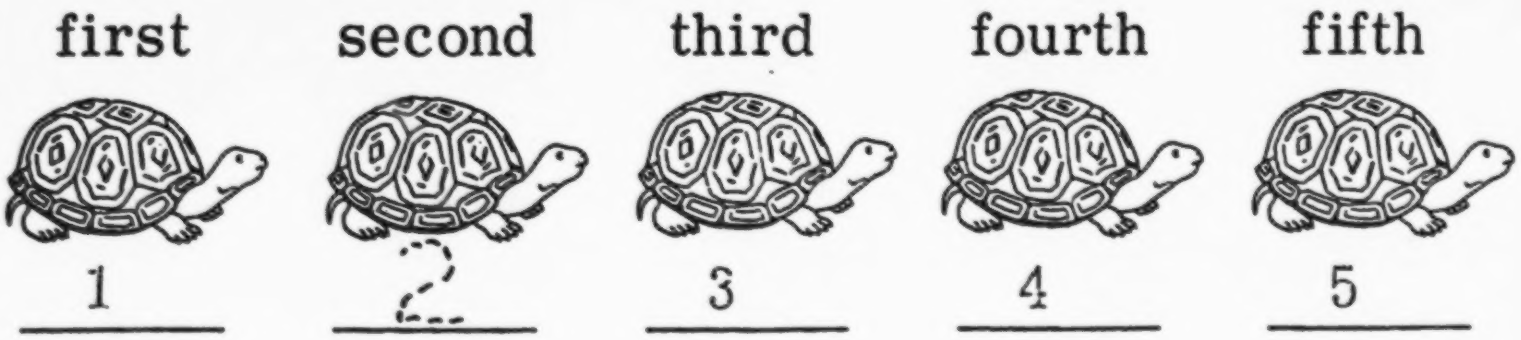
Page 1

This is a new way to count things up through 10. Each thing gets a name as you count it. This new name is its position name.

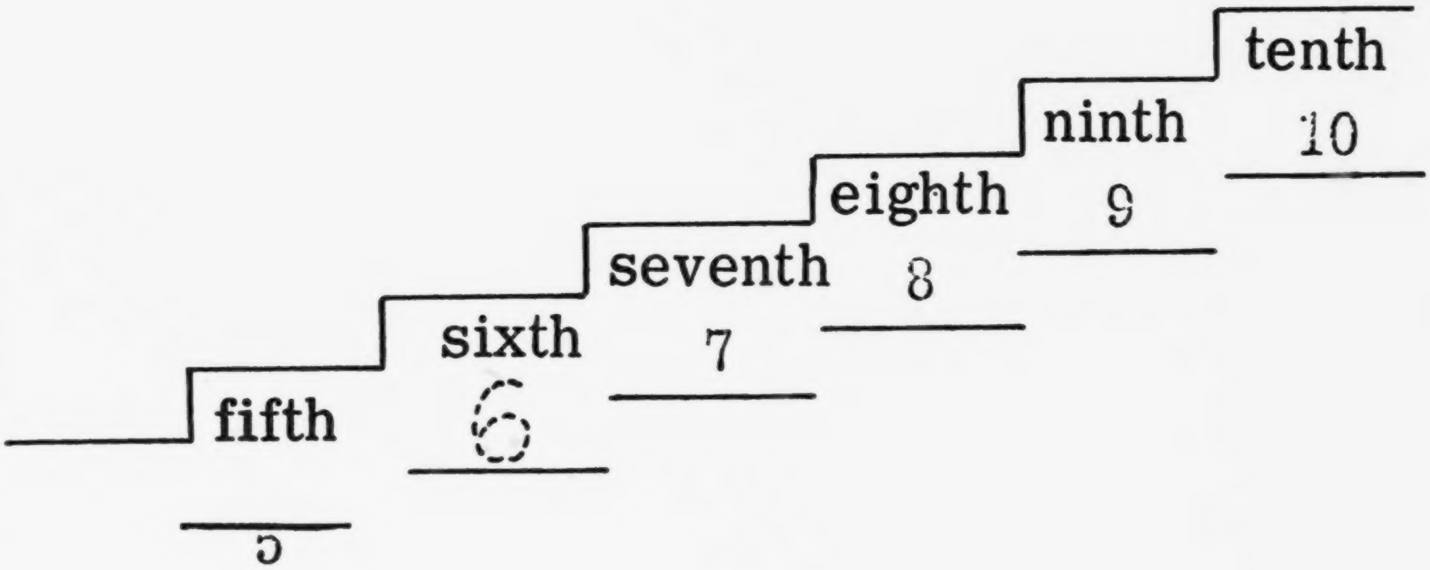
Write the numerals that go with the position names for the stairs.


1
first
2
second
3
third
4
fourth
5
fifth
6
sixth

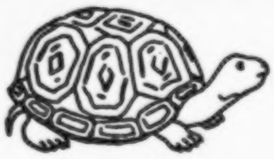
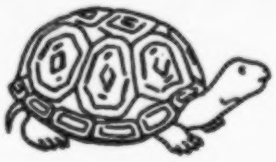
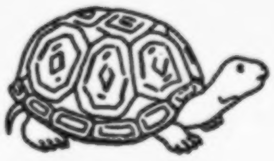
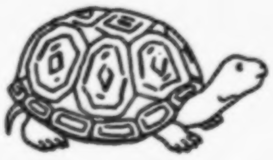
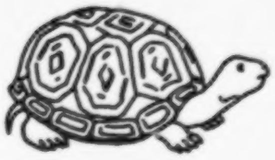
Write the numerals that go with the position names for the turtles.


first
second
third
fourth
fifth
1
2
3
4
5

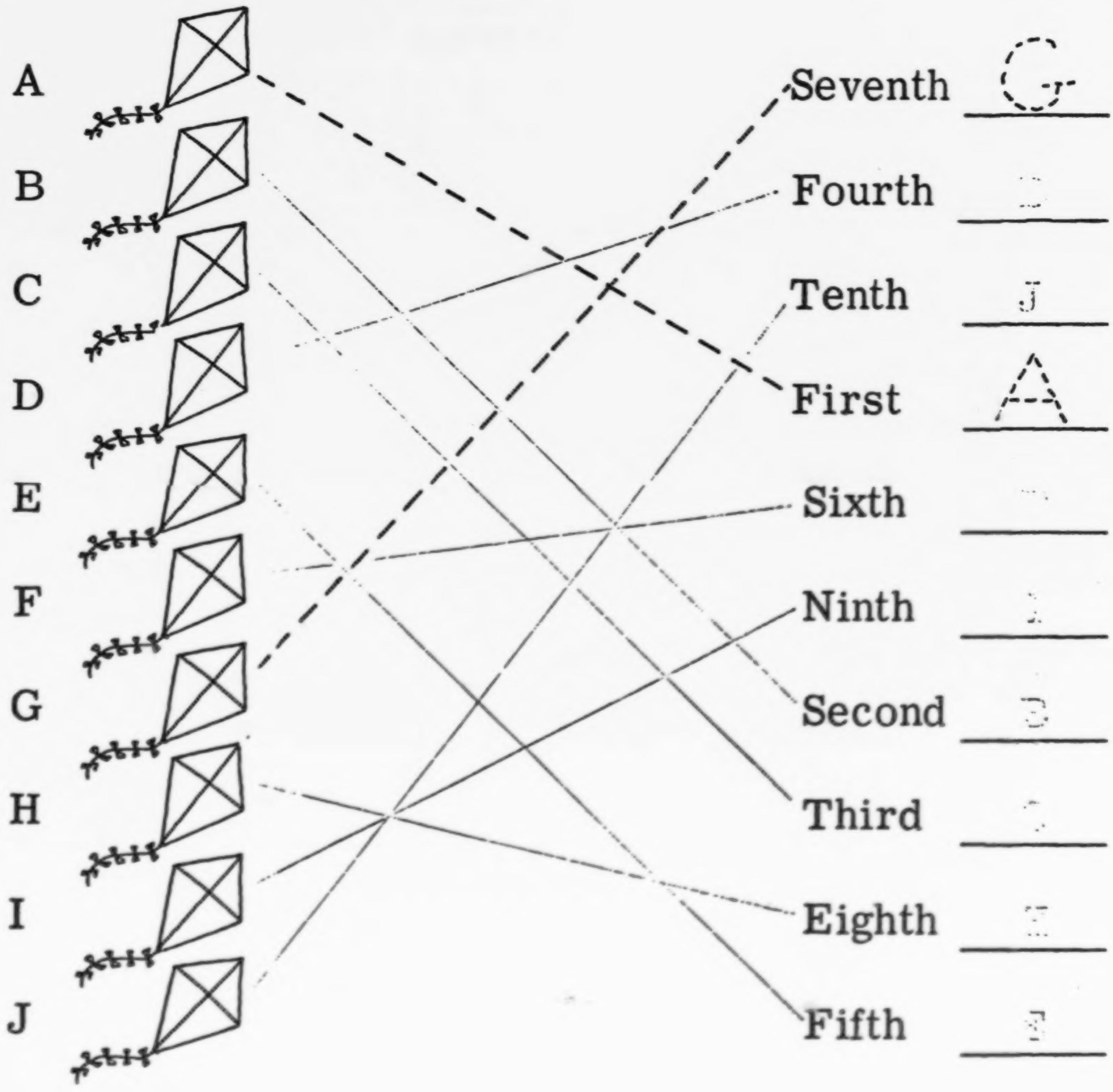
Write the numerals that go with the position names for the stairs.


fifth
5
sixth
6
seventh
7
eighth
8
ninth
9
tenth
10

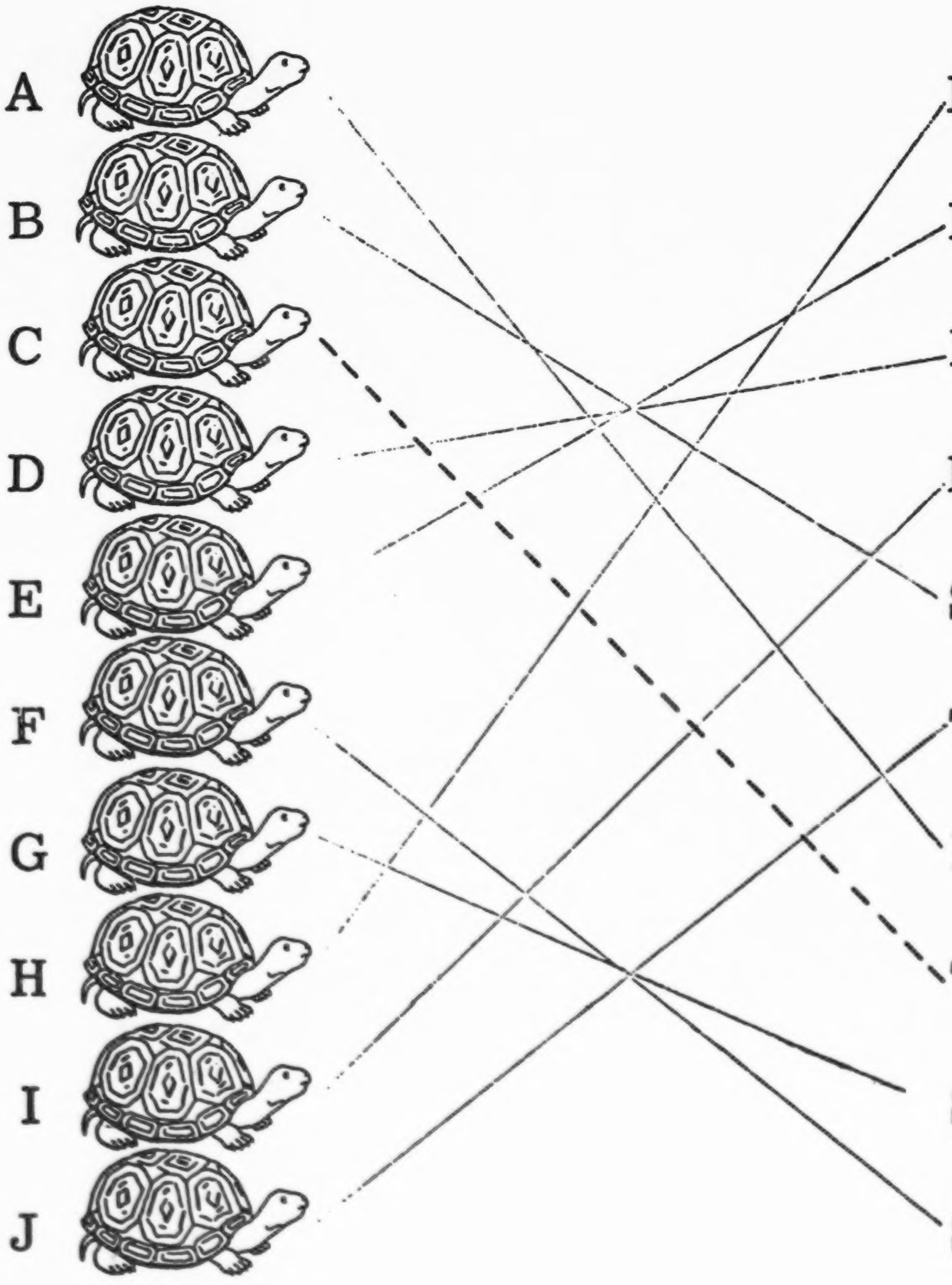
Write the numerals that go with the position names for the turtles

sixth	seventh	eighth	ninth	tenth
				
6	7	8	9	10

Draw a line from each kite to its position name. After the name, write the letter that is next to each kite.


A
B
C
D
E
F
G
H
I
J
Seventh
G
Fourth
Tenth
J
First
A
Sixth
Ninth
Second
Third
Eighth
Fifth

Draw a line from each turtle to its position name. After the name, write the letter that is next to each turtle.



Eighth H

Fifth E

Fourth D

Ninth I

Second B

Tenth J

First A

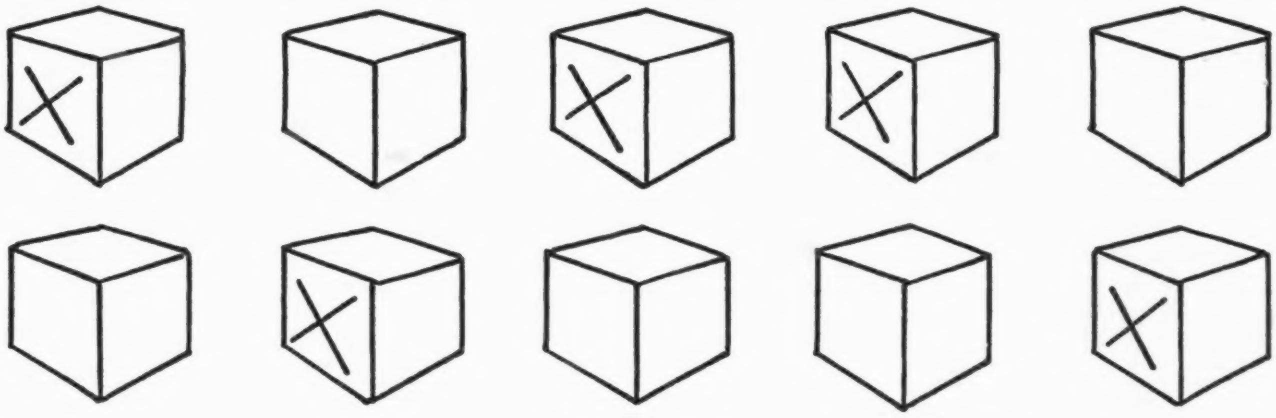
Third C

Seventh G

Sixth F

Which boxes have an X on them?

Circle the position name of each box with an X on it.

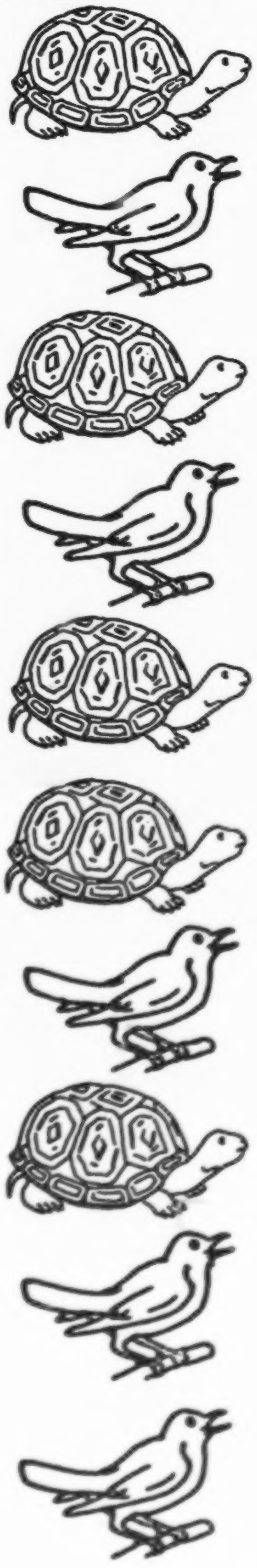


[✓ first] second [✓ third] [✓ fourth] fifth

sixth [✓ seventh] eighth ninth [✓ tenth]

Which are the birds, and which are the turtles?

Circle the position names of the turtles.

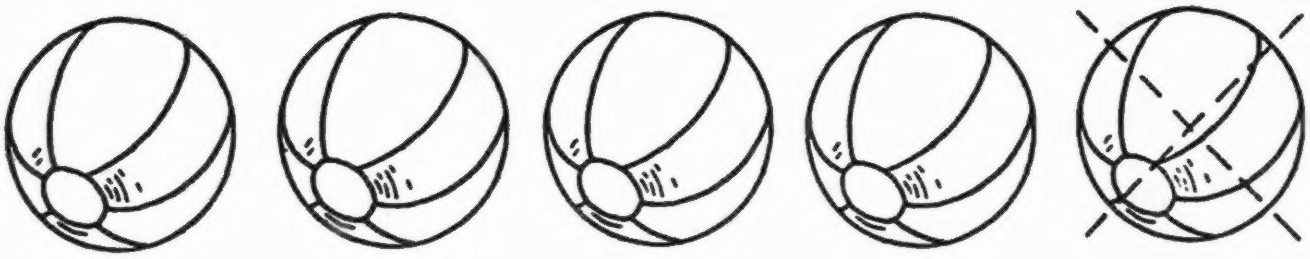


[✓ fifth] seventh second

tenth [✓ eighth] [✓ first] fourth

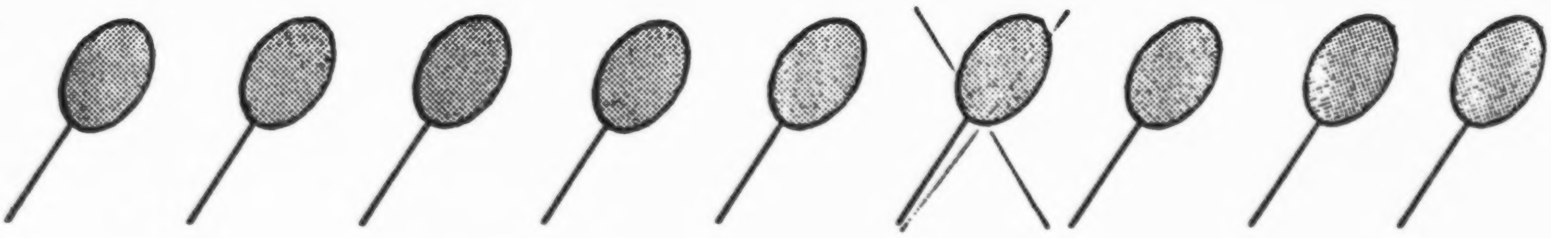
[✓ third] [✓ sixth] ninth

Draw an X on the fifth ball.

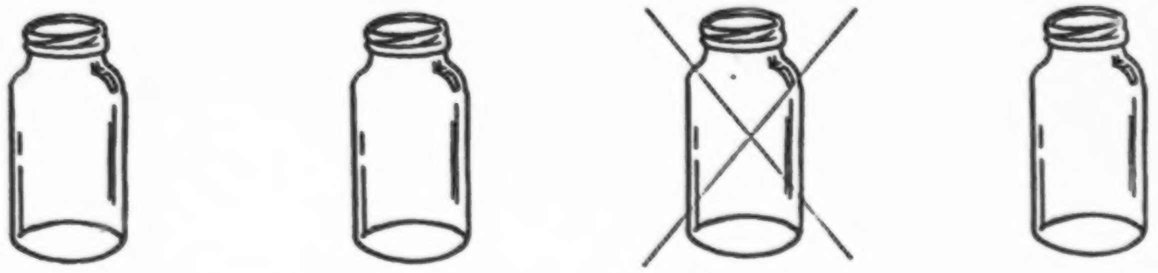


Draw an X on the second turtle.

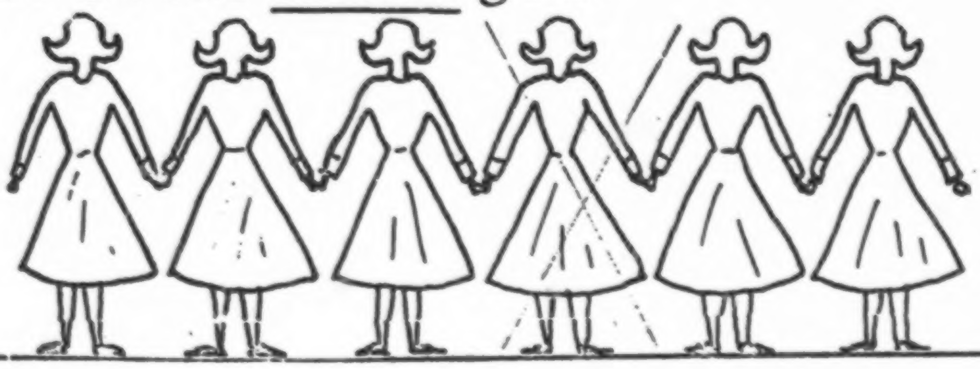
Draw an X on the sixth lollipop.



Draw an X on the third jar.

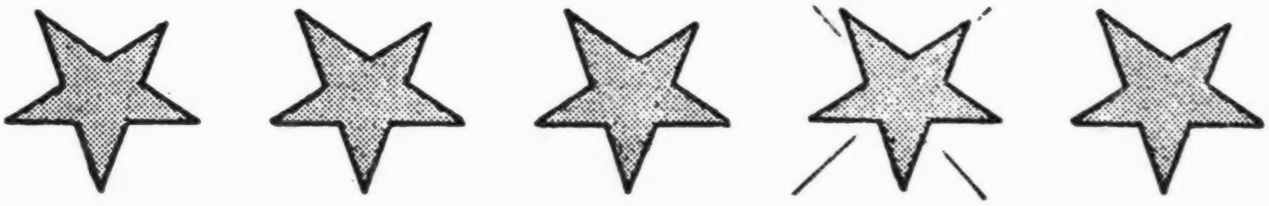


Draw an X on the fourth girl.

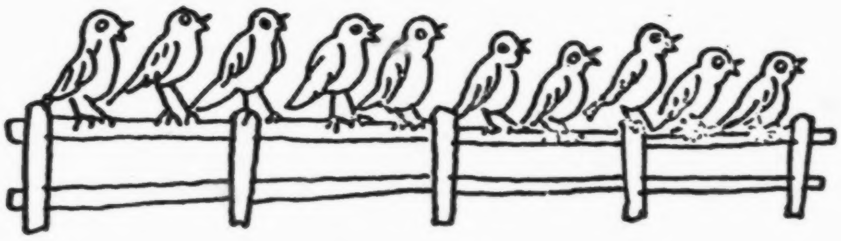


Page 8

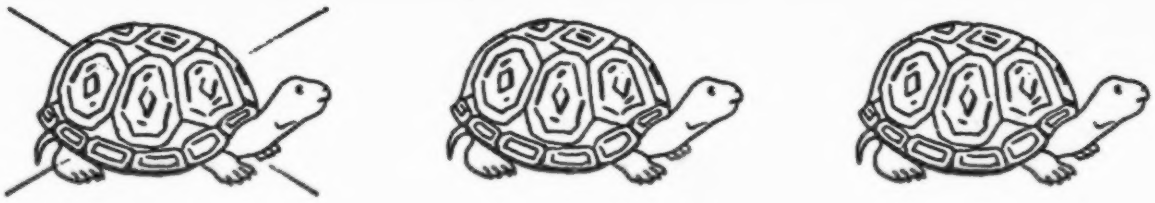
Draw an X on the fourth star.



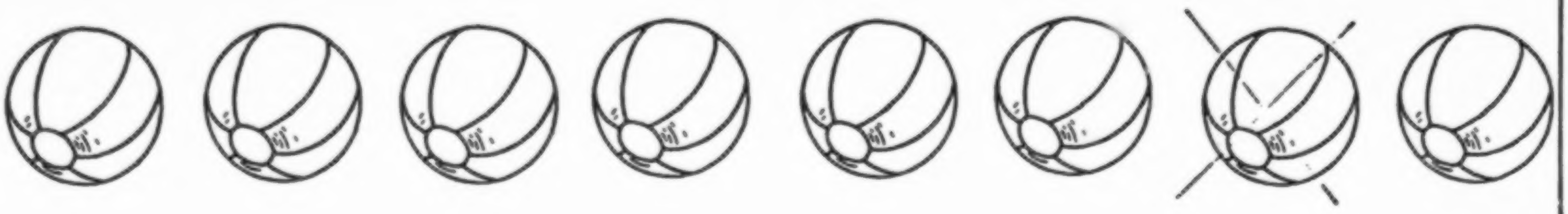
Draw an X on the ninth bird.



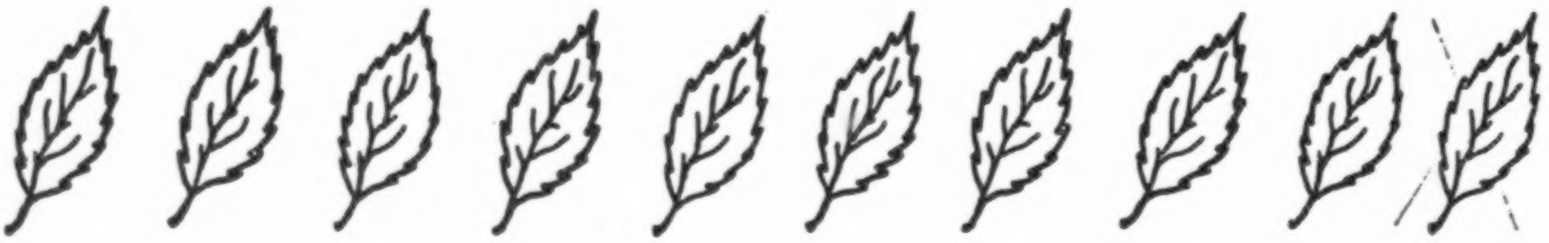
Draw an X on the first turtle.



Draw an X on the seventh ball.



Draw an X on the tenth leaf.



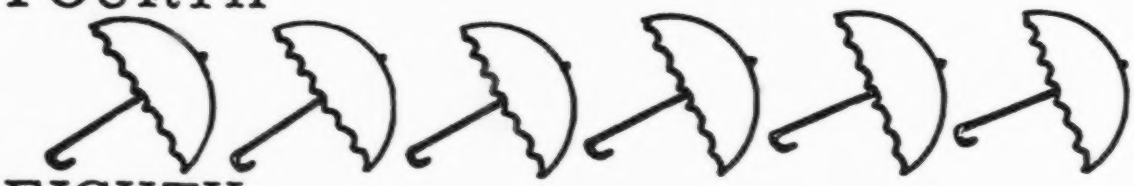
For more practice, do Page 10.

CET I

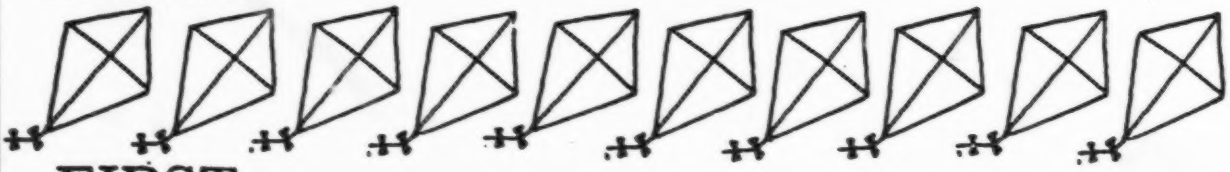
CIRCLE CORRECT BOX	TL. PTS.	
	8	100%
	NO. OF PTS.	%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

Draw an X on the thing that is in the position shown by each name.

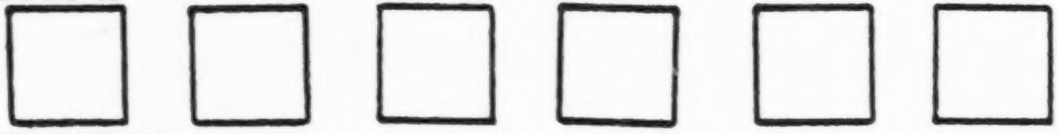
FOURTH



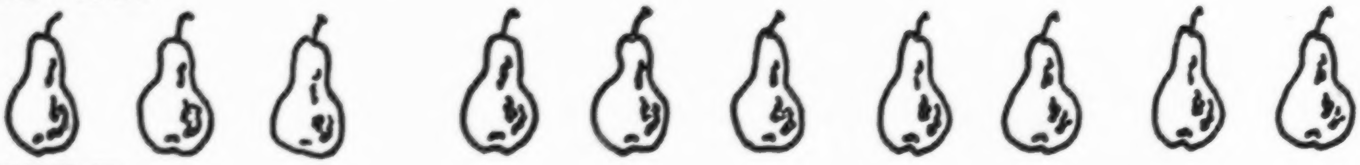
EIGHTH



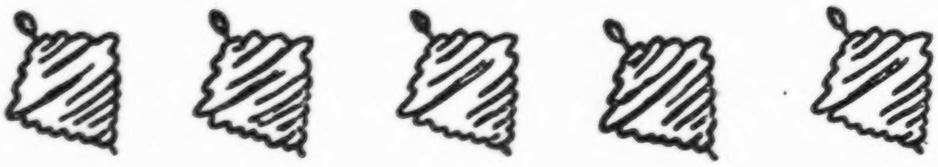
FIRST



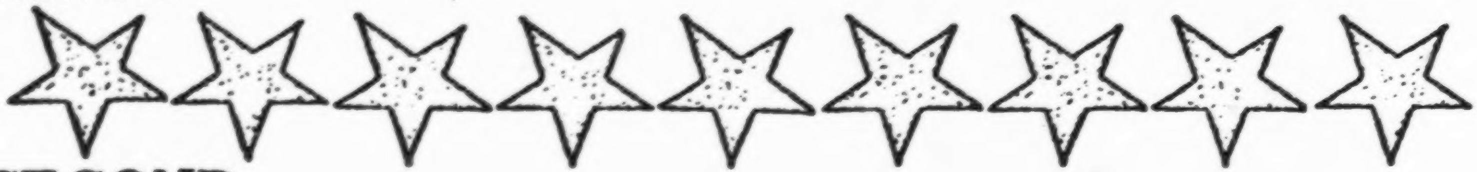
TENTH



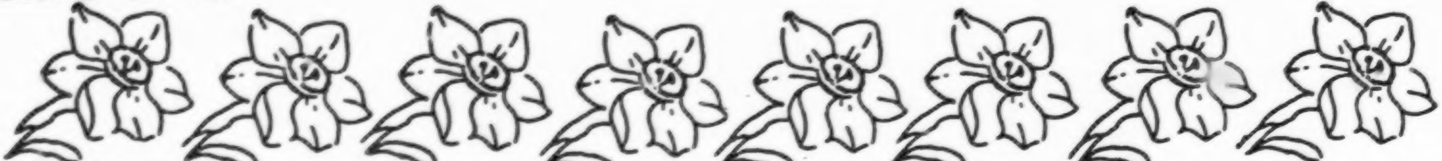
THIRD



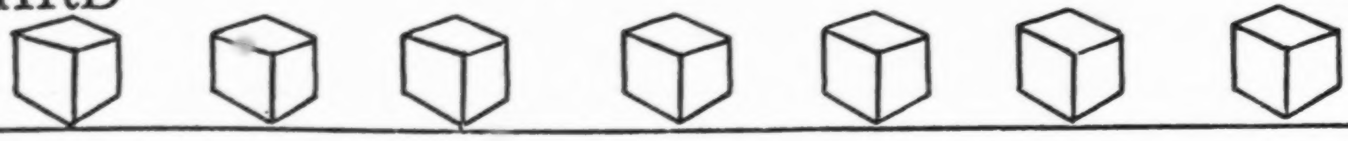
NINTH



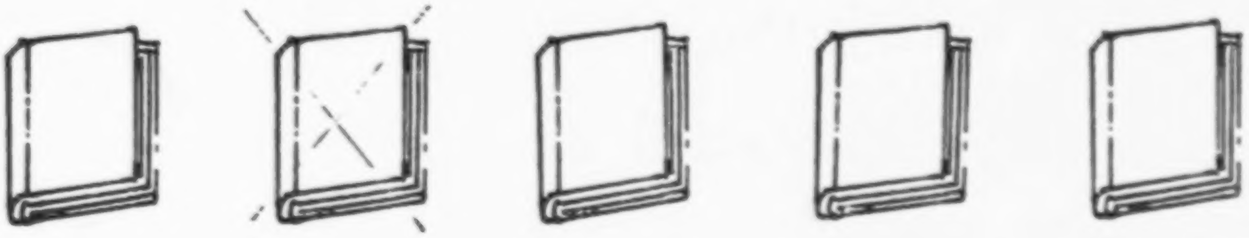
SECOND



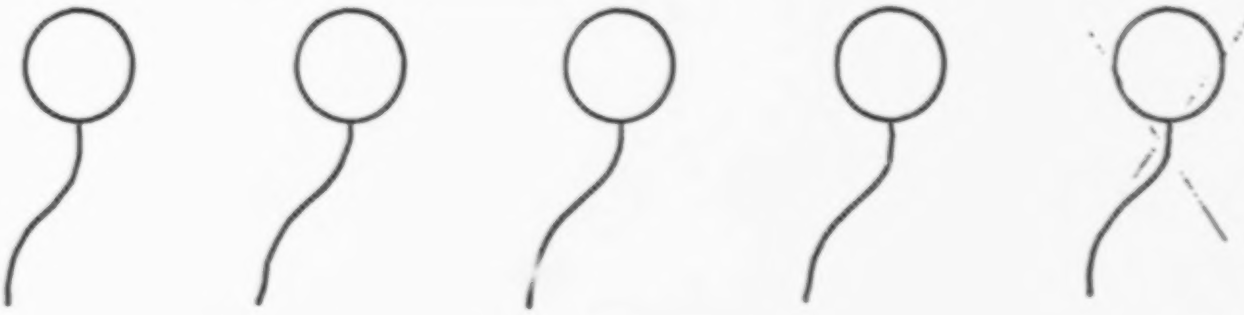
THIRD



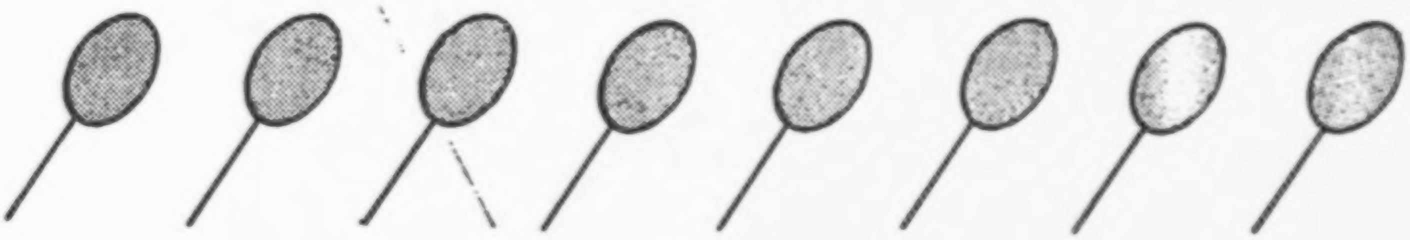
Draw an X on the second book.



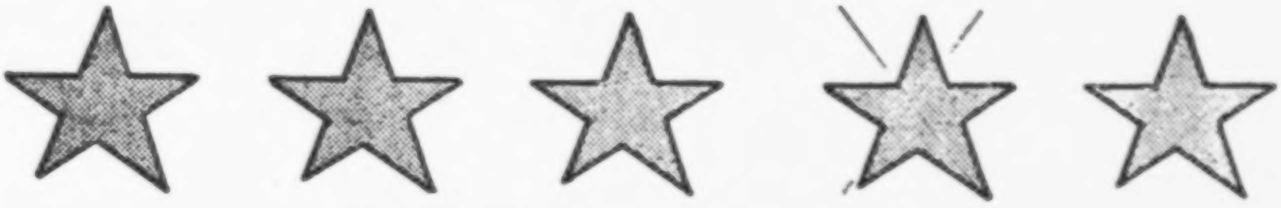
Draw an X on the fifth balloon.



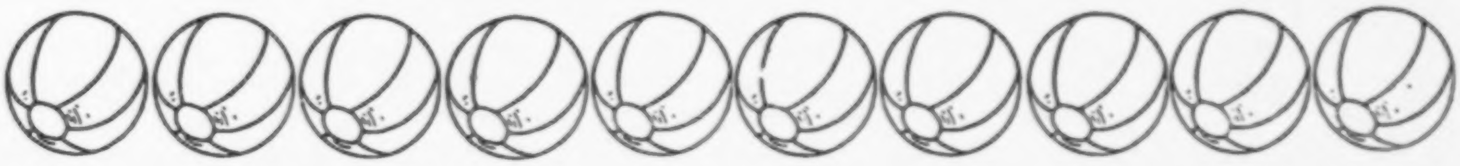
Draw an X on the third lollipop.



Draw an X on the fourth star.



Draw an X on the sixth ball.

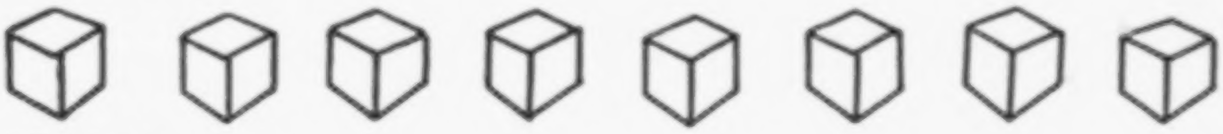


CET II

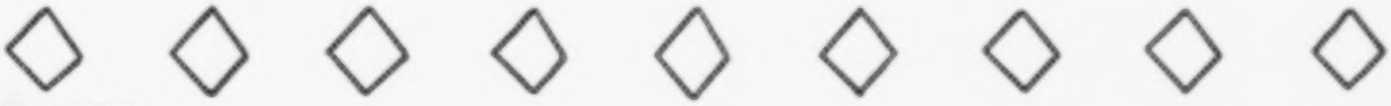
CIRCLE CORRECT BOX	TL. PTS.	
	8	100%
	NO. OF PTS.	%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

Draw an X on the thing that is in the position shown by each name.

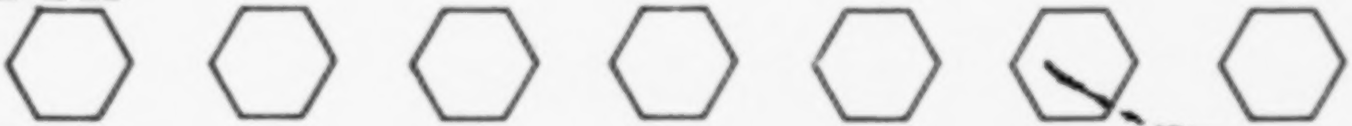
SIXTH



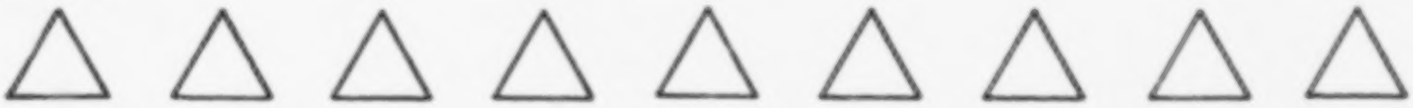
SECOND



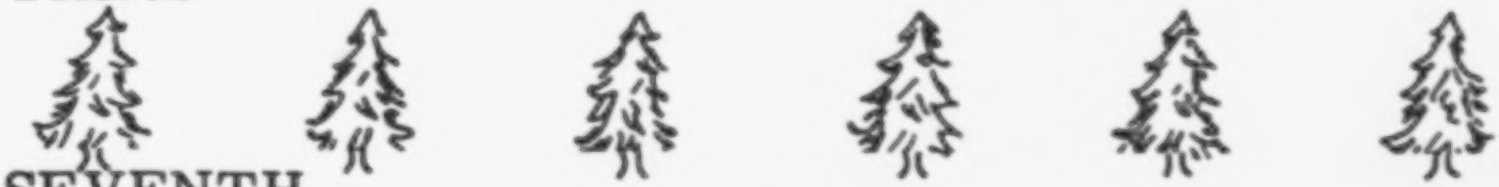
FIFTH



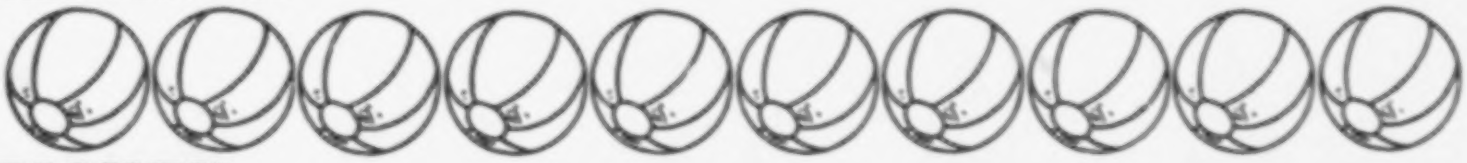
NINTH



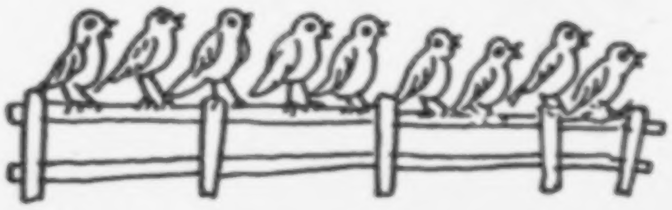
THIRD



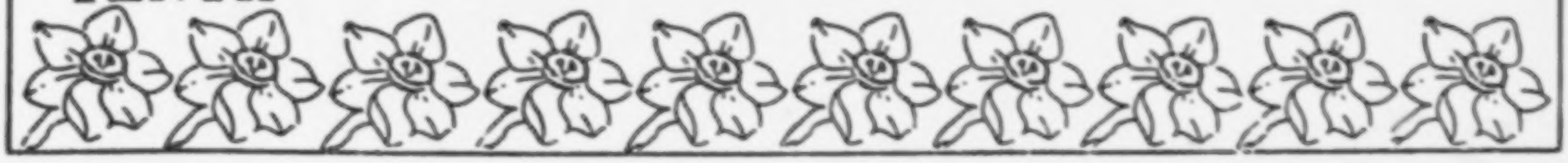
SEVENTH



EIGHTH



TENTH



Page 12

LEVEL B, NUMERATION, SKILL 9

OBJECTIVE: Places an X on the object with the specified ordinal position, to "tenth."

STANDARD TEACHING SEQUENCE

Page	Supplementary Material
1. Writes numerals in sequence to match pictured ordinal position, to "fifth."	
2. Writes numerals in sequence to match pictured ordinal position, "sixth" to "tenth."	
3. Matches sequenced pictures with correct position name, "first" to "tenth."	
4. Matches sequenced pictures with correct position name, "first" to "tenth."	
5. Circles correct ordinal position name for pictured sequence. .	
6. Circles correct ordinal position name for pictured sequence.	
7. Marks an X on the object in the specified ordinal position.	
8. Marks an X on the object in the specified ordinal position.	10
9. CET I.	
CET II.	11

Circle pages that are to be done.

Standard Teaching Sequence, Con't.

1967 - 68

Sequence No.	Prescription No.	
12R		Numbers objects labeled with ordinal number words. Marks object in specified ordinal positions.
13R		Marks object in specified ordinal positions (objects are labeled with ordinal number words).
14R		Marks object in specified ordinal positions (objects unlabeled).

Teaching Aids:

- Place Value Sticks
- Place Value Flannel Board Cut-outs
- Place Value Charts, Boards
- Large and Small Peg Boards
- Discs available
- Link-numbers Game
- Judy Square Counting 1 to 900
- Counting Rods
- Cubicle Counting Blocks on Frame

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace, & World, 1965 Two By Two (Grade 2)		37

MATHEMATICS PRESCRIPTION SHEET

PAGE: OF ▨

SCHOOL STAMP U. S. 2-3

STUDENT NAME ▨

STUDENT NUMBER				
U. S.	4	5	6	7

GRADE U. S. 9

ROOM ▨

UNIT U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	▨	▨		S. 72-73		S. 74-75	▨	S. 76-77	
1														
2														
3														
4														
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6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE %	POST. %	
U. 32-33	U. 34-35	TO 78
80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

MATHEMATICS PRESCRIPTION SHEET

PAGE: OF

HOOL STAMP U. S. 2-3

STUDENT NAME

STUDENT NUMBER				
U. S.	4	5	6	7

GRADE U. S. 9

ROOM

UNIT U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1														
2														
3														
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5														
6														
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9														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE %	POST. %
U. 32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

MATHEMATICS PRESCRIPTION SHEET

PAGE: OF

SCHOOL STAMP	U. S. 2-3

STUDENT NAME	

STUDENT NUMBER				
U. S.	4	5	6	7

GRADE U. S.	9	ROOM	

UNIT U. S.	10	11	12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. → S. 13-16	PRES. INIT. → S. 17-19	SKILL NO. → S. 20-21	↓ PAGE NO. S. 22-57	↓ INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1														
2														
3														
4														
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7														
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16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE %	POST. %	
U. 32-33	U. 34-35	TO 78
80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ↓	ENTER POINTS PER SKILL	PRE	% ↓	POST	% ↓	POST	% ↓	POST	% ↓
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

MATHEMATICS PRESCRIPTION SHEET

PAGE: OF ▨

SCHOOL STAMP	U. S. 2-3	STUDENT NAME	▨
STUDENT NUMBER	U. S.	4 5 6 7	

GRADE	U. S. 9	ROOM	▨	UNIT	U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES. ➤	PRES. INIT. ➤	SKILL NO. ➤	↓ PAGE NO.	↓ INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
								SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	▨	▨		S. 72-73		S. 74-75	▨	S. 76-77	
1														
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15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

UNCH SAMPLE

PRE %	POST. %
U. 32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

MATHEMATICS PRESCRIPTION SHEET

PAGE: ▨ OF ▨

[illegible]OOL STAMP U. S. 2-3

STUDENT NAME ▨

STUDENT NUMBER U. S. 4 5 6 7

GRADE U. S. 9

ROOM ▨

UNIT U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
								PART 1		PART 2				
	DATE ➤ PRES.	PRES. ➤ INIT.	SKILL ➤ NO.	↓ PAGE NO.	↓ INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	▨	▨		S. 72-73		S. 74-75	▨	S. 76-77	
1														
2														
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4														
5														
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[illegible]														
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16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE %	POST. %
U. 32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
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X									
X									
X									
X									

Section IV

DEVELOPING A PRESCRIPTION

CASE STUDY - TYPE 3

RALPH STONEY

F-DIVISION

Directions

This case study has a programmed format.

You will write your prescriptions on the basis of the information provided about Ralph and on a continual evaluation of his work. You will be able to check your prescriptions against samples provided in this case study.

The sample prescriptions represent one way to deal with Ralph's learning needs. The samples are not, therefore, the only way to prescribe materials. You may prefer your prescriptions to the samples, due to your gain in knowledge and experience as you have worked through the training materials.

The STS booklets for Skills 1-8 are enclosed at the end of this case study. (pg. 425)

Before you prescribe a unit Pretest, you need to gain an overview of Ralph's work to this point.

Study his Placement Profile on page 331.

Review his F-Level Placement Test, beginning on page 332.

The Unit Test Record on pages 333 and 334 will provide information about Ralph's completed unit Pretests and Posttests.

Before you prescribe a unit Pretest, you need to gain an overview of Ralph's work to this point.

Study his Placement Profile on page 331.

Review his F-Level Placement Test, beginning on page 332.

The Unit Test Record on pages 333 and 334 will provide information about Ralph's completed unit Pretests and Posttests.

6

ARITHMETIC PLACEMENT SCORE PROFILE

ipi
Individually prescribed instruction
MATHEMATICS

SCHOOL STAMP
P. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4
P-4 5 6 7

GRADE 6
P 9

ROOM 230

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
[redacted]	P. 10-13	[redacted]		B	C	D	E	F	G	H	I	
NUMERATION	9/14	01	MAX. PTS.					10	10			G
			SCORE					9	7			
			%					90	70			
PLACE VALUE		02	MAX. PTS.					10	10			G
			SCORE					8	6			
			%					80	60			
ADDITION		03	MAX. PTS.					10	10			G
			SCORE					10	6			
			%					100	60			
SUBTRACTION		04	MAX. PTS.					10	10			G
			SCORE					10	5			
			%					100	50			
MULTIPLICATION		05	MAX. PTS.				10	10				E
			SCORE				6	2				
			%				60	20				
DIVISION		06	MAX. PTS.				10	5				E
			SCORE				4	1				
			%				40	20				
COMBINATION OF PROCESSES		07	MAX. PTS.			10	10	10				D
			SCORE			6	2	2				
			%			60	20	20				
FRACTIONS		08	MAX. PTS.					10				F
			SCORE					5				
			%					50				
MONEY		09	MAX. PTS.					10				F
			SCORE					7				
			%					70				
TIME		10	MAX. PTS.					10				F
			SCORE					6				
			%					60				
SYSTEMS OF MEASUREMENT		11	MAX. PTS.					10	10			G
			SCORE					8	4			
			%					80	40			
GEOMETRY		12	MAX. PTS.					10	10			G
			SCORE					8	5			
			%					80	60			

IPI Placement Test **F Division (06)**

CIRCLE CORRECT BOX	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	[✓ 1]	[✓ 20]

NAME AND NUMBER Ralph Stoney 4444

DATE 9/14

CLASS 6

unit page 1 of 1

Skill 4 – Directions: Divide. Write your remainders with a letter R.

105 r 23
79) 418

65 r 5
67) 4408

5 R 23 ×
65 R 53 ×

Skill 7 – Directions: Divide.

.05
5) .25

13.07
48) 147.36

.05
3.07 ×

Skill 6 – Directions: Divide. Write your remainder as a fraction.

10 r 3
8) 83

$10\frac{3}{8}$ ×

prototype originated by the Learning Research and
Development Center.
As field tes[illegible] by Research for Better Schools, Inc.

IPI
indiv[illegible]ly prescribed instruction
MATHEMATICS

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APPLETON–CENTURY–CROFTS
DIVISION OF MEREDITH PUBLISHIN[illegible]OMPANY
440 Park Avenue South, New York, N. Y. 10016

MATHEMATICS UNIT TEST
RECORD

NAME Ralph Stoney
NUMBER 4444

CLASS 6

NUMERATION (Ø1)			Level					Level					Level					Level					Level		
			1-Pre-2	Post				1-Pre-2	Post				1-Pre-2	Post				1-Pre-2	Post				1-Pre-2	Post	
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2
		Max.Pts.																							
PLACED AT LEVEL	G	Score																							
		Date																							
PLACE VALUE (Ø2)			Level					Level					Level					Level					Level		
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2
		Max.Pts.																							
PLACED AT LEVEL	G	Score																							
		Date																							
ADDITION (Ø3)			Level					Level					Level					Level					Level		
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2
		Max.Pts.																							
PLACED AT LEVEL	G	Score																							
		Date																							
SUBTRACTION (Ø4)			Level					Level					Level					Level					Level		
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2
		Max.Pts.																							
PLACED AT LEVEL	G	Score																							
		Date																							
MULTIPLICATION (Ø5)			Level					Level E					Level F					Level					Level		
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2
		Max.Pts.						25/30	30/30				27/34	32/34											
PLACED AT LEVEL	E	Score						83	100				79	94											
		Date						9/19	9/22				9/28	/											
DIVISION (Ø6)			Level					Level E					Level F					Level					Level		
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2
		Max.Pts.						29/37	36/37																
PLACED AT LEVEL	E	Score						78	97																
		Date						9/22	9/25																
COMBINATION OF PROCESSES (Ø7)			Level D					Level E					Level					Level					Level		
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2
		Max.Pts.	46/56	54/56				21/28	25/28																
PLACED AT LEVEL	D	Score	82	96				75	89																
		Date	9/16	9/19				9/25	9/28																

UPDATE AND PLACE IN STUDENT FOLDER.

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MATHEMATICS

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MATHEMATICS UNIT TEST RECORD

NAME Ralph Storey
NUMBER 4444

CLASS 6

FRACTIONS (08)			Level						Level						Level						Level						Level				
			1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post		
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
		Max.Pts.																													
PLACED AT LEVEL	F	Score																													
		Date																													
MONEY (09)			Level						Level						Level						Level						Level				
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
		Max.Pts.																													
PLACED AT LEVEL	F	Score																													
		Date																													
TIME (10)			Level						Level						Level						Level						Level				
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
		Max.Pts.																													
PLACED AT LEVEL	F	Score																													
		Date																													
SYSTEMS OF MEASUREMENT (11)			Level						Level						Level						Level						Level				
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
		Max.Pts.																													
PLACED AT LEVEL	G	Score																													
		Date																													
GEOMETRY (12)			Level						Level						Level						Level						Level				
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
		Max.Pts.																													
PLACED AT LEVEL	G	Score																													
		Date																													
SPECIAL TOPICS (13)			Level						Level						Level						Level						Level				
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
		Max.Pts.																													
PLACED AT LEVEL		Score																													
		Date																													
ADDITION AND SUBTRACTION (34)			Level						Level						Level						Level						Level				
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3
		Max.Pts.																													
PLACED AT LEVEL		Score																													
		Date																													

UPDATE AND PLACE IN STUDENT FOLDER.

Based on your review of Ralph's records, you assign the Pretest for the next unit in which Ralph needs to work.

You will find a packet of blank Prescription Sheets on page 579 of this case study. Remove the first one and record the necessary information on the top of the Prescription Sheet.

Check the sample on page 336.

MATHEMATICS PRESCRIPTION SHEET

-8-

PAGE: 1 OF ▨

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Storey

STUDENT NUMBER	4	4	4	4
U. S.	4	5	6	7

GRADE	6
U. S.	9

ROOM 230

UNIT F-DIV

U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE % U. 32-33 80

POST. % U. 34-35 95

TO 78

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is a copy of Ralph's completed Pretest that has been corrected by the Aide.

In the role of the Aide, record the Pretest scores on the Prescription Sheet.

Identify the skills that require a prescription (under 85%) and record these skill numbers on the Prescription Sheet.

Check the sample on page 345.

SCHOOL CODE

NAME Ralph Stoney

NUMBER 4444 CLASS 6 Rm. 230

ipi

individually prescribed instruction

MATHEMATICS

Pre-Test

LEVEL F

DIVISION (06)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

Appleton-Century-Crofts Division of Meredith Publishing Company

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DEVELOPMENTAL EDITION

F DIVISION (06) PRE-TEST

SKILL 1

CIRCLE CORRECT BOX	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	[✓ 4]	[✓ 80]
	3	60
	2	40
	1	20

Directions: Divide by using repeated subtraction.

$\begin{array}{r}65\\-13\\\hline 52\end{array}$ $\begin{array}{r}52\\-13\\\hline 39\end{array}$ $\begin{array}{r}39\\-13\\\hline 26\end{array}$ $\begin{array}{r}26\\-13\\\hline 13\end{array}$ $\begin{array}{r}13\\-13\\\hline 0\end{array}$

65 ÷ 13 = 5

$\begin{array}{r}44\\-11\\\hline 33\end{array}$ $\begin{array}{r}33\\-11\\\hline 22\end{array}$ $\begin{array}{r}22\\-11\\\hline 11\end{array}$ $\begin{array}{r}11\\-11\\\hline 0\end{array}$

44 ÷ 11 = 4

$\begin{array}{r}86\\-21\\\hline 65\end{array}$ $\begin{array}{r}65\\-21\\\hline 44\end{array}$ $\begin{array}{r}44\\-21\\\hline 23\end{array}$ $\begin{array}{r}23\\-21\\\hline 2\end{array}$

86 ÷ 21 = 4 R 2

$\begin{array}{r}56\\-15\\\hline 41\end{array}$ $\begin{array}{r}41\\-15\\\hline 27\end{array}$ $\begin{array}{r}27\\-15\\\hline 10\end{array}$

X

56 ÷ 15 = 3 R 10

$\begin{array}{r}70\\-34\\\hline 36\end{array}$ $\begin{array}{r}36\\-34\\\hline 2\end{array}$

70 ÷ 34 = 2 R 2

F DIVISION (06) PRE-TEST **SKILL 2**

Directions: Divide.

$\begin{array}{r} 4 \\ 32\overline{)128} \end{array}$

$\begin{array}{r} 41 \\ 52\overline{)2,132} \end{array}$

$\begin{array}{r} 201 \\ 174\overline{)3,654} \end{array}$ X

$\begin{array}{r} 1,242 \\ 26\overline{)32,292} \end{array}$

CIRCLE CORRECT BOX	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	[✓ 3]	[✓ 75]
	2	50
	1	25

F DIVISION (06) PRE-TEST **SKILL 3**

Directions: Divide. Round off the numbers and estimate to check your answers.

X $14\overline{)986}$ Check $\overline{)}$

$53\overline{)704}$ Check $\overline{)}$ X

CIRCLE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50
	[✓ 0]	[✓ 0]

CIRCLE CORRECT BOX

TL. PTS.	
4	100%
NO. OF PTS.	%
3	75
[✓ 2]	[✓ 50]
1	25

Directions: Divide. Write the remainder using R.

4 R73
86)417

66 R50
66)4,406

12 R 16
105)4,321

109 R4
212)8,368

F DIVISION (06) PRE-TEST

SKILL 5

CIRCLE CORRECT BOX	TL. PTS.	
	[✓ 5]	[✓ 100%]
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

Directions: Circle all of the expressions in each row which are equal to the boxed fraction at the beginning of the row. (1 pt per row)

$\frac{3}{4}$	[✓ $4\overline{)3}$]	$4 \div 3$	[✓ $3 \div 4$]	$3\overline{)4}$	3^4
$\frac{24}{6}$	$24\overline{)6}$	24×6	[✓ 4]	[✓ $6\overline{)24}$]	$24 - 6$
$\frac{7}{7}$	[✓ $7\overline{)7}$]	[✓ 1]	7	[✓ $7 \div 7$]	$\frac{7}{6}$
$\frac{25}{3}$	$8\frac{1}{8}$	[✓ $25 \div 3$]	[✓ $8\frac{1}{3}$]	$3\frac{1}{8}$	$3 \div 25$
$\frac{48}{5}$	$48\overline{)5}$	$5\frac{1}{9}$	$9\frac{1}{5}$	[✓ $5\overline{)48}$]	[✓ $9\frac{3}{5}$]

F DIVISION (06) PRE-TEST

SKILL 6

CIRCLE CORRECT BOX	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33
	[✓ 0]	[✓ 0]

Directions: Divide. Write the remainder as a fraction.

$\begin{array}{r} 10 \\ 8\overline{)85} \end{array}$ r5 X

$\begin{array}{r} 33 \\ 4\overline{)135} \end{array}$ r3 X

$\begin{array}{r} 34 \\ 9\overline{)308} \end{array}$ r2 X

F DIVISION (06) PRE-TEST

SKILL 7

CIRCLE CORRECT BOX	TL. PTS.	
	[✓ 4]	[✓ 100%]
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Directions: Divide.

$\begin{array}{r} .061 \\ 6\overline{).366} \end{array}$

$\begin{array}{r} 3.07 \\ 48\overline{)147.36} \end{array}$

$\begin{array}{r} .468 \\ 4\overline{)1.872} \end{array}$

$\begin{array}{r} .04 \\ 23\overline{).92} \end{array}$

F DIVISION (06) PRE-TEST

SKILL 8

CIRCLE CORRECT BOX

TL. PTS.	
3	100%
NO. OF PTS.	%
[✓ 2]	[✓ 67]
1	33

Directions: Solve the word problems. Label each answer.

Dottie and Jim had a lemonade stand. One day they made $1.30 profit after paying $.35 for frozen lemonade mix. If they sold 33 glasses of lemonade that day, how much did they charge for each glass?

Answer $.05 (or 5¢)

Jean mixed 8 cups of orange juice and 4 cups of grapefruit juice together to make punch for her party. She poured all the punch into 9 tall glasses. How much of the mixture did she use in each glass?

Answer 1 r 3 cups X

The teacher had 79 pieces of candy. She gave 5 pieces to the janitor. Then she gave each of her 18 pupils as many pieces of candy as she could, being careful to see that each child had the same amount of candy. How many pieces of candy were left over?

Answer 2 pieces of candy

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Storey

STUDENT NUMBER 4 4 4 4
U. S. 4 5 6 7

GRADE 6
U. S. 9

ROOM 230

UNIT F-DIV
2, 3, 4, 6, 8
U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

KILL	PRE %	POST. %
29-31	U. 32-33	U. 34-35
01	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	.5	4	80						
X									
X 2	4	3	75						
X									
X 3	2	0	0						
X									
X 4	4	2	50						
X									
X 5	5	5	100						
X									
X 6	3	0	0						
X									
X 7	4	4	100						
X									
X 8	3	2	67						
X									
X	30	20	67						

Analysis of Student Behavior

A. Describe the behaviors which facilitate Ralph's learning:

Ralph is anxious to learn new material. He accepts the use of diagnostic tests; this facilitates his attitude and approach to new learning. He works well independently.

B. Describe the behaviors which hamper Ralph's learning:

Ralph is often careless in his work; he gets exasperated in group settings because he usually learns at a faster rate than his peers.

C. Describe the new behaviors which Ralph should develop as he works with the IPI materials:

Ralph should learn to write his own prescriptions.

State how your prescriptions will reflect the behavior analysis:

A. The teacher will confer with Ralph frequently and will prescribe varied instructional settings.

B. Ralph can benefit from tutoring others; he will be instructed in scoring his own materials in order to increase his careful work.

C. Ralph will be instructed in writing his own prescriptions after he demonstrates that he can work with care.

Additional things you want to consider:

Select the first skill in this unit requiring a prescription.

Analyze Ralph's work in this skill on the Pretest (page 10).

Review what Ralph must learn (last page of STS booklet).

After examining all the materials available for this skill, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ________________

Check samples on pages 349-350.

You prescribe the following on 10/1:

Page	Reason
Student Page 01	Tutor Ralph to preview work with 3-digit divisor and vocabulary involved.
9 02	Explains method of dividing with 3-digit divisor; Ralph asked that John check his completed work because John has already finished this unit.
12	Transfers from ladder method to division algorithm.

Estimate of time needed: 1 class period

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4 — U. S. 4 5 6 7

GRADE 6 — U. S. 9

ROOM 230

UNIT F-DIV 2, 3, 4, 6, 8 — U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2	10-1		2		01									
3				9	02									
4				12										
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

KILL 29-31	PRE % U. 32-33	POST. % U. 34-35	TO 78
01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X									
X ②	4	3	75						
X									
X ③	2	0	0						
X									
X ④	4	2	50						
X									
X 5	5	5	100						
X									
X ⑥	3	0	0						
X									
X 7	4	4	100						
X									
X ⑧	3	2	67						
X									
X	30	20	67						

These are the two skill sheets completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page **Reason**

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ____________________

Check samples on pages 354-355.

Use the ladder method to find the quotients.

When you divide with a 3-digit divisor, you follow the same procedure as with a 2-digit divisor. Get your first estimate by finding how many times the divisor divides into the first 3 or 4 digits. Then continue to divide, multiply, and subtract as usual.

	256	
179)	45824	
	35800	200
	10024	
	8950	50
	1074	
	1074	6
	0	256

	53	
656	34768	
	32800	50
	1968	
	968	3
	0	53

For extra practice do Page 19.

Use the division algorithm to find the quotients.

$$\begin{array}{r} 43 \\ 326\overline{)\,14018} \\ \underline{1304} \\ 978 \\ \underline{978} \\ 0 \end{array}$$

300 divides into 1400

about 4 times.

300 divides into 900

about 3 times.

$$\begin{array}{r} 55 \\ 564\overline{)\,31020} \\ \underline{2820} \\ 2820 \\ \underline{2820} \\ 0 \end{array}$$

$$\begin{array}{r} 46\ r\ 522 \\ 532\overline{)\,25004} \\ \underline{2128} \\ 3714 \\ \underline{3199} \\ 522 \end{array}$$

X

$$\begin{array}{r} 68\ R\ 1 \\ 769\overline{)\,52292} \\ \underline{4614} \\ 6152 \\ \underline{6151} \\ 1 \end{array}$$

X

You prescribed the following on 10/2:

Page	Reason
20	Practice in using a 3-digit divisor

Estimate of time needed: 15 minutes

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF ▨

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER U. S. 4 5 6 7: 4 4 4 4

GRADE 6 U. S. 9

ROOM 230

UNIT F-DIV 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2	10-1	JAW	2		01									
3				9	02	2	2					NS		
4				12		4	6					NS	1	
5	10-2	JAW	2	20										
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

EYPUNCH SAMPLE

L	PRE %	POST. %
-31	U. 32-33	U. 34-35
	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X									
X 2	4	3	75						
X									
X 3	2	0	0						
X									
X 4	4	2	50						
X									
X 5	5	5	100						
X									
X 6	3	0	0						
X									
X 7	4	4	100						
X									
X 8	3	2	67						
X									

This is the skill sheet completed by Ralph and corrected by the Aide.

In the role of Aide, record the score on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 358-359.

Use the ladder method to find the quotients.

604

372) 224688	
223200	600
1488	
1488	4
0	604

426

519) 221094	
207600	400
13494	
10380	20
3114	
3114	6
0	426

568

821) 466328	
410500	500
55828	
49260	60
6568	
6568	8
0	568.

721

635) 457835	
444500	700
13335	
12700	20
635	
635	1
0	721

You prescribed the following on 10/2:

Page	Reason
14	CET to determine mastery of Skill 2

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER

4	4	4	4
4	5	6	7

U. S.

GRADE 6 U. S. 9

ROOM 230

UNIT F-DIV 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2	10-1	JAW	2		01									
3				9	02	2	2					MS		
4				12		4	6					MS	1	
5	10-2	JAW	2	20		4	4					MS		
6	10-2	JAW	2	14	CET									
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL 29-31	PRE % U. 32-33	POST. % U. 34-35	TO 78
001	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X									
X ②	4	3	75						
X									
X ③	2	0	0						
X									
X ④	4	2	50						
X									
X 5	5	5	100						
X									
X ⑥	3	0	0						
X									
X 7	4	4	100						
X									
X ⑧	3	2	67						
X									
X	30	20	67						

This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page	**Reason**

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 362-363.

CET I

Divide, using either the ladder method or the division algorithm.

48
16) 768
64
128
128

87
17) 1479
136
119
119

43
372) 15,996
14880 40
1116
1116 3
43

34
67) 2278
2010
268
268

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 4]	[✓ 100%]
NO. OF PTS.	-
3	75
2	50
1	25

Solve each division problem. Then round each divisor to the nearest ten, round each dividend to the nearest hundred, and divide to check your answer by estimating.

14
42) 588
42
168
168

10
x 40
400
+188
588

X

73
22) 1606
154
66
66

20
x 70
1400
154
1654

X

CIRCLE CORRECT BOX

TL. PTS.	
4	100%
NO. OF PTS.	-
3	75
[✓ 2]	[✓ 50%]
1	25

You prescribed the following on 10/2:

Page	Reason
Student Page	Introduces skill and previews work
1	Rounding off divisors less than 100 upward
3	Rounding off divisors between 100 and 1,000 upward
4	Rounding off dividends less than 100 downward
7	Rounding off dividends to 2,000 downward
12	Estimating quotients using 3-digit divisors and 4-digit dividends with no remainders

Estimate of time needed: 2 class periods

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4 U. S. 4 5 6 7

GRADE 6 U. S. 9

ROOM 230

UNIT F-DIV 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2	10-1	JAW	2		01									
3				9	02	2	2					MS		
4				12		4	6					MS	1	
5	10-2	JAW	2	20		4	4					MS		
6	10-2	JAW	2	14	CET			4/4	100	2/4	50	MS	2	
7	10-2		3	Read Student Page										
8				1										
9				3										
10				4										
11				7										
12				12										
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08.	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

KILL 29-31	PRE % U. 32-33	POST. % U. 34-35	TO 78
01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X									
X ②	4	3	75						
X									
X ③	2	0	0						
X									
X ④	4	2	50						
X									
X 5	5	5	100						
X									
X ⑥	3	0	0						
X									
X 7	4	4	100						
X									
X ⑧	3	2	67						
X									
X	30	20	67						

These are the five skill sheets completed and corrected by Ralph.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 370-371.

Study the page and supply the correct numerals.

In order to estimate quotients, you must round off divisors and dividends.

$$\text{divisor}\,\overline{)\,\text{dividend}}^{\;\text{quotient}}$$

You round the divisor upward. If the divisor is less than 100, round to the next 10.

21 rounds off to 30
64 → 70
68 → 70

Round off the numbers upward to the next 10.

5 → 10
46 → 50
81 → 90
29 → 30

66 → 70
53 → 60
35 → 40
77 → 80

16 → 20
9 → 10
12 → 20
98 → 100

In $461\overline{)1,243}$ you round off the divisor upward because if 500 will divide into 1,243, then certainly 461 will.

Practice rounding off these numbers upward.

46 → 50
243 → 300
72 → 80
464 → 500
93 → 100
276 → 300
31 → 40
706 → 800

556 → 600
385 → 400
52 → 60
860 → 900
350 → 400
28 → 30
423 → 500
902 → 1,000

For extra practice do Page 16.

Study the page and supply the correct numerals. You have learned that in order to estimate quotients you round off the divisor upward. The next thing to do is to round off the dividend downward.

divisor	dividend
↓	↓
upward	downward

If the dividend is less than 100, round off downward to the next 10.

43 rounds off to 40

89 → 80

18 → 10

Round off downward to the next 10.

57 → 50

19 → 10

81 → 80

95 → 90

27 → 20

23 → 20

42 → 40

76 → 70

66 → 60

38 → 30

88 → 80

32 → 30

25 → 20

12 → 10

In $461\overline{)\,1,246}$ you round off the dividend downward because if 461 will divide into 1,246, it will certainly divide into 1,200.

Practice rounding off downward these numbers which could be used as dividends.

89 → 80
317 → 300
1,263 → 1200
465 → 400
X 1,382 → 1,500
15 → 10
833 → 800
X 1,460 → 1,300
77 → 70
309 → 300

1,540 → 1,400 X
53 → 50
744 → 700
1,926 → 2,000 X
14 → 10
131 → 100
1,887 → 1,880 X
64 → 60
921 → 900
1,738 → 1,600 X

For extra practice, do Page 17.

Round off divisors and dividends and estimate quotients.

$36\overline{)\,1{,}265}$ — $\begin{array}{r}30\\40\overline{)1{,}200}\end{array}$

$76\overline{)\,1{,}649}$ — X

$19\overline{)\,1{,}020}$ — X

$29\overline{)\,1{,}573}$ — X

$42\overline{)\,1{,}523}$ — X

$139\overline{)\,1{,}264}$ — $\begin{array}{r}6\\200\overline{)1{,}200}\end{array}$

$143\overline{)\,1{,}485}$ — X

$323\overline{)\,1{,}606}$ — X

$271\overline{)\,1{,}545}$ — X

$207\overline{)\,1{,}838}$ — X

Can't do —

You prescribed the following on 10/2:

Page	Reason
15	CET to determine mastery of Skill 3

Estimate of time needed: 20 minutes maximum

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4
U. S. 4 5 6 7

GRADE 6 U. S. 9

ROOM 230

UNIT F-DIV 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23:25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2	10-1	JAW	2		01									
3				9	02	2	2							
4				12		4	6					MS		
5	10-2	JAW	2	20		4	4					"	1	
6	10-2	JAW	2	14	CET							"		
7	10-2		3	Read Student Page				4/4	100	2/4	50	MS	2	
8				1		12	12					RS		
9				3		16	16							
10				4		14	14							
11				7		14	20							
12				12		0	10							
13				15	CET							RS		
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
[illegible]	TUTOR OF OTHERS
[illegible]2	OTHERS

OVERFLOW
U. & S. 79

EYPUNCH SAMPLE

L -31	PRE % U. 32-33	POST. % U. 34-35	TO 78
	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X ②	4	3	75						
X ③	2	0	0						
X ④	4	2	50						
X 5	5	5	100						
X ⑥	3	0	0						
X 7	4	4	100						
X ⑧	3	2	67						

This is the CET completed and corrected by Ralph.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 374-375.

CET I

First solve each division problem, then estimate and divide to check your work.

$\begin{array}{r} 26 \\ 58\overline{)\,1{,}508} \end{array}$

estimate

$$\begin{array}{r} 25 \\ 60\overline{)\,1500} \\ \underline{120} \\ 300 \\ \underline{300} \end{array}$$

$\begin{array}{r} 76 \\ 22\overline{)\,1{,}672} \end{array}$

estimate

$$\begin{array}{r} 53 \\ 30\overline{)\,1600} \\ \underline{150} \\ 100 \\ \underline{90} \\ 10 \end{array}$$

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 8]	[✓ 100%]
NO. OF PTS.	%
7	88
6	75
5	63
4	50
3	38
2	25
1	13

$\begin{array}{r} 25 \\ 47\overline{)\,1{,}175} \end{array}$

estimate

$$\begin{array}{r} 22 \\ 50\overline{)\,1100} \\ \underline{100} \\ 100 \\ \underline{100} \end{array}$$

$\begin{array}{r} 33 \\ 54\overline{)\,1{,}782} \end{array}$

estimate

$$\begin{array}{r} 28 \\ 60\overline{)\,1700} \\ \underline{120} \\ 500 \\ \underline{480} \\ 20 \end{array}$$

Divide. Write the remainders using an R.

$\begin{array}{r} 119\ R\,25 \\ 61\overline{)\,7{,}284} \end{array}$

$\begin{array}{r} 26\ R17 \\ 326\overline{)\,8{,}493} \end{array}$

$\begin{array}{r} 136\ R\,8 \\ 38\overline{)\,5{,}176} \end{array}$

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 3]	[✓ 100%]
NO. OF PTS.	%
2	67
1	33

You prescribed the following on 10/2:

Page	Reason
11 P*	CET to determine mastery of Skill 4

*Pad form of CET

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4
U. S. 4 5 6 7

GRADE 6 U. S. 9

ROOM 230

UNIT F-DIV 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST					
								PART 1		PART 2			
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77
1	9-30	JAW	Pretest										
2	10-1	JAW	2		01								
3				9	02	2	2					MS	
4				12		4	6					MS	1
5	10-2	JAW	2	20		4	4					MS	
6	10-2	JAW	2	14	CET			4/4	100	2/4	50	MS	2
7	10-2		3	Lead Student Page								RS	
8				1		12	12						1
9				3		16	16						
10				4		14	14						
11				7		14	20						
12				12		0	10					RS	
13				15	CET			8/8	100	3/3	100	MS	3
14			4	11P	CET								
15													
16													
17.													
18													

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE

PRE % U. 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
x 1	5	4	80						
x									
x ②	4	3	75						
x									
x ③	2	0	0						
x									
x ④	4	2	50						
x									
x 5	5	5	100						
x									
x ⑥	3	0	0						
x									
x 7	4	4	100						
x									
x									

This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 378-379.

CET I

CIRCLE CORRECT BO	TL. PTS.	
	[✓ 4]	[✓ 100%]
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Divide. Write the remainder using an R.

11 R 427
621)7258

241 R 22
34)8216

10 R 41
478)4821

146 R 19
63)9217

Circle the correct answer.

$\frac{25}{5}$ is equal to 25 3 [✓ 5] 25 × 5.

27 ÷ 9 is equal to [✓ $\frac{27}{9}$] 27 × 9 4

42 ÷ 6 is equal to 8 [✓ $\frac{6}{42}$] $\frac{42}{6}$ X

CIRCLE CORRECT BOX	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	[✓ 2]	[✓ 67]
	1	33

You prescribed the following on 10/3:

Page	Reason
11 P	CET to determine mastery of Skill 5

Ralph's error on Part II of the CET for Skill 4 may be due to carelessness. The full CET for Skill 5 will provide a better diagnosis of Ralph's mastery of Skill 5.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4 U. S. 4 5 6 7

GRADE 6 U. S. 9

ROOM 230

UNIT F-DIV 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2	10-1	JAW	2		01									
3				9	02	2	2					MS		
4				12		4	6					"	1	
5	10-2	JAW	2	20		4	4					"		
6	10-2	JAW	2	14	CET			4/4	100	2/4	50	MS	2	
7			3	Read Student Page								RS		
				1		12	12							
9				3		16	16						1	
10				4		14	14							
11				7		14	20							
12				12		0	10					RS		
13				15	CET			8/8	100	3/3	100	MS	2	
14			4	11P	CET			4/4	100	2/3	67	MS	1	
15			5	11P	CET									
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

NCH SAMPLE

PRE % U. 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X									
X ②	4	3	75						
X									
X ③	2	0	0						
X									
X ④	4	2	50						
X									
X 5	5	5	100						
X									
X ⑥	3	0	0						
X									
X 7	4	4	100						
X									

This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ____________________

Check samples on pages 382-384.

CET I

Circle all of the correct answers in each row.

$\frac{32}{4}$ is equal to [✓ 8] $2\frac{1}{5}$ 32 × 4   [✓ 32 ÷ 4]

$\frac{65}{9}$ is equal to $6\frac{3}{9}$ [✓ $7\frac{2}{9}$]   [✓ 65 ÷ 9]   65 × 9

$\frac{40}{8}$ is equal to   4   [✓ 5]   [✓ 40 ÷ 8] 8^4

$\frac{16}{3}$ is equal to 16^3 3 ÷ 16   [✓ 16 ÷ 3]   [✓ $5\frac{1}{3}$]

$\frac{6}{7}$ is equal to   6 + 7 $1\frac{1}{7}$ [✓ 6 ÷ 7] 6^7

$\frac{48}{5}$ is equal to [✓ $9\frac{3}{5}$] $8\frac{1}{5}$ 5 × 48   [✓ 48 ÷ 5]

$\frac{18}{6}$ is equal to [✓ 3] $\frac{1}{3}$ 6 ÷ 18   [✓ 18 ÷ 6]

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 13]	[✓ 100%]
NO. OF PTS.	%
12	92
11	85
10	77
9	69
8	62
7	54
6	46
5	38
4	31
3	23
2	15
1	8

Divide. Write the remainder as a fraction.

$7\overline{)29}$ 4 1/4

$11\overline{)48}$ 4 4/4

$9\overline{)52}$ 5 7/5

CIRCLE CORRECT BOX

TL. PTS.	
3	100%
NO. OF PTS.	
2	67
1	33
[✓ 0]	[✓ 0]

You prescribed the following on 10/3:

Page	Reason
Student Page	Introduces skill and previews work
2	Completing statements about writing fractional remainders
3	Completing statements about writing fractional remainders
6	Completing division problems with fractional remainders
7	Selecting fractional remainders for given problems

Estimate of time needed: 2 class periods

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF 2

SCHOOL STAMP — U. S. 2-3

STUDENT NAME: Ralph Stoney

STUDENT NUMBER	4	4	4	4
U. S.	4	5	6	7

GRADE: 6 — U. S. 9

ROOM: 230

UNIT: F-DIV 2, 3, 4, 6, 8 — U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2	10-1	JAW	2		01									
3				9	02	2	2					ms		
4				12		4	6					"	1	
5	10-2	JAW	2	20		4	4					"		
6	10-2	JAW	2	14	CET			4/4	100	4/4	50	MS	2	
7			3	Read Student Page								RS		
				1		12	12						1	
9				3		16	16							
10				4		14	14							
11				7		14	20							
12				12		0	10					RS		
13				15	CET			8/8	100	3/3	100	MS	2	
14			4	11	CET			4/4	100	2/3	67	MS	✓	
15			5	11	CET			13/13	100	0/3	0	MS	✓	
16	10-3	JAW	6	Read Student Page										
17.				2										
18				3										

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

SAMPLE
TO 78
POST. % U. 34-35 95
32-33 80

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X									
X 2	4	3	75						
X									
X 3	2	0	0						
X									
X 4	4	2	50						
X									
X 5	5	5	100						
X									
X 6	3	0	0						
X									
X 7	4	4	100						

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

SCHOOL STAMP	U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER	4	4	4	
U. S.	4	5	6	7

GRADE	6
U. S.	9

ROOM 230

UNIT F-DIV 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1			6	6										
2				7										
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U & S 79

YPUNCH SAMPLE

	PRE %	POST. %
31	U. 32-33	U. 34-35
	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X									
X ②	4	3	75						
X									
X ③	2	0	0						
X									
X ④	4	2	50						
X									
X 5	5	5	100						
X									
X ⑥	3	0	0						
X									
X 7	4	4	100						
X									
X ⑧	3	2	67						

These are the four skill sheets completed and corrected by Ralph.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

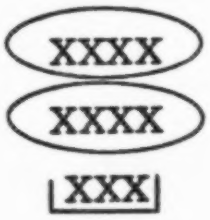
Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 310-329.

Use fractions to express remainders.



2 R3
4) 11
8
3

11 contains 2 sets of 4, with 3 remaining.

The remainding 3 is $\frac{3}{4}$ of a set of 4.

We can write the quotient in 2 forms:

2 R3 or $2\frac{3}{4}$

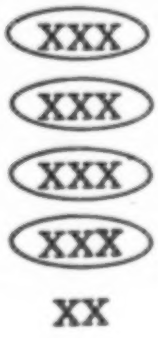
2 R3 is called the remainder form.

$2\frac{3}{4}$ is called the fractional form.

Solve:

First write the quotient in the remainder form.

4R2
3) 14
12
2



14 is 4 sets of 3

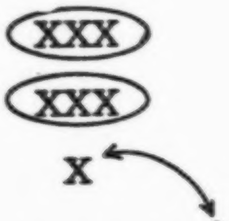
and $\frac{2}{3}$ (what fraction)

of a set of 3.

Write the quotient in the fractional form: $4\frac{2}{3}$

Complete the division problems by filling in the blanks.

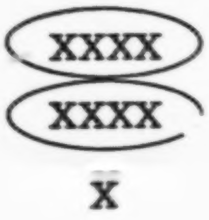
2 sets of 3 and $\frac{1}{3}$ of a set left over.



$$= \quad \begin{array}{r} 2 \text{ R } 1 \\ 3\overline{)\,7\ \ } \end{array}$$

(2 sets of 3) + ($\frac{1}{3}$ of a set of 3) = $2\frac{1}{3}$ sets of 3.

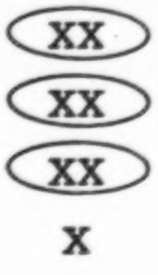
2 sets of 4 and $\frac{1}{4}$ of a set left over.



$$= \quad \begin{array}{r} 2 \text{ R } \\ 4\overline{)\,9\ \ } \\ \underline{8}\ \ \\ 1\ \ \end{array}$$

(2 sets of 4) + ($\frac{1}{2}$ of a set of 4) = $2\frac{1}{2}$ sets of 4.

3 sets of 2 and $\frac{1}{2}$ of a set left over.



$$= \quad \begin{array}{r} 3 \text{ R } \\ 2\overline{)\,7\ \ } \\ \underline{6}\ \ \\ 1\ \ \end{array}$$

(sets of 2) + ($\frac{1}{2}$ of a set of 2) = $2\frac{1}{2}$ sets of 2

Fill in the missing answers.

$$\begin{array}{r} 4\text{ R}1 \\ 10\,\overline{)\,41} \end{array} = \underline{4} + \underline{\tfrac{1}{10}} = \underline{4\tfrac{1}{10}}$$

$$\begin{array}{r} 1\text{R}4 \\ 11\,\overline{)\,15} \end{array} = \underline{1} + \underline{\tfrac{4}{11}} = \underline{1\tfrac{4}{11}}$$

$$\begin{array}{r} 3\text{R}3 \\ 11\,\overline{)\,36} \end{array} = \underline{3} + \underline{\tfrac{3}{11}} = \underline{3\tfrac{3}{11}}$$

$$\begin{array}{r} 4\text{R}9 \\ 10\,\overline{)\,49} \end{array} = \underline{4} + \underline{\tfrac{9}{10}} = \underline{4\tfrac{9}{10}}$$

$$\begin{array}{r} 4\text{R}6 \\ 12\,\overline{)\,53} \end{array} = \underline{4} + \underline{\tfrac{6}{12}} = \underline{4\tfrac{6}{12}} = 4\tfrac{1}{2} \quad ✗$$

Circle the correct answers. Reduce fractional remainders to lowest terms when possible.

Which of the following is a correct fractional remainder for

16 ÷ 3? $\frac{1}{16}$ [✓ $\frac{1}{3}$] $5\frac{1}{3}$

Which of the following is a correct fractional remainder for

25 ÷ 12? [✓ $\frac{1}{12}$] $\frac{1}{25}$ $\frac{2}{25}$

Which of the following is a correct fractional remainder for

39 ÷ 11? $\frac{6}{39}$ $\frac{11}{39}$ [✓ $\frac{6}{11}$]

Which of the following is a correct fractional remainder for

15 ÷ 12? [✓ $\frac{3}{12}$] $\frac{1}{4}$ $1\frac{1}{4}$

X

Which of the following is a correct fractional remainder for

17 ÷ 7? $\frac{2}{17}$ [✓ $\frac{3}{7}$] $\frac{1}{7}$

You prescribed the following on 10/4:

Page	Reason
01	Teacher-prepared page which illustrates fractions in lowest terms.
12	Fraction Pies (a manipulative aid for fractions)

Estimate of time needed: approximately 30 minutes

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4
U. S. 4 5 6 7

GRADE 6 U. S. 9

ROOM 230

UNIT F - DIV. 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2	10-1	JAW	2		01									
3				9	02	2	2					MS		
4				12		4	6					"	1	
5	10-2	JAW	2	20		4	4					"		
6	10-2	JAW	2	14	CET			4/4	100	2/4	50	MS	2	
7			3	Read Student Page								RS		
				1		12	12							
9				3		16	16						1	
10				4		14	14							
11				7		14	20							
12				12		0	10					RS		
13				15	CET			8/8	100	3/3	100	MS	2	
14			4	11	CET			4/4	100	2/3	67	MS	✓	
15			5	11	CET			13/13	100	0/3	0	MS	✓	
16	10-3	JAW	6	Read Student Page								RS		
17.				2		6	6					"		
18				3		11	11					"		

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ICH SAMPLE

RE % 32-33 80

POST. % U. 34-35 95

TO 78

PRE AND POST TEST SCORES										
	ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X	1	5	4	80						
X										
X	②	4	3	75						
X										
X	③	2	0	0						
X										
X	④	4	2	50						
X										
X	5	5	5	100						
X										
X	⑥	3	0	0						
X										
X	7	4	4	100						

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4
U. S. 4 5 6 7

GRADE 6
U. S. 9

ROOM 230

UNIT F - Div.
2, 3, 4, 6, 8
U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
								SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-37	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1			6	6		4	5					ES	1	
2				7		4	5					"		
3	10-4	JAW	6		01							"		
4				T. Page	12 {	16	20					"		
5						{Fraction Pies							2	
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

NCH SAMPLE

PRE %	POST. %
32-33	U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the page completed by Ralph in the tutoring session with you.

Record Ralph's score on his Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 395-396.

Name Ralph S.

1. $\frac{2}{4} = \boxed{\frac{1}{2}}$

2. $\frac{1}{2} = \boxed{\frac{2}{4}}$

3. $\frac{4}{4} = \boxed{1}$

4. $\frac{2}{6} = \boxed{\frac{1}{3}}$

5. $\frac{2}{3} = \boxed{\frac{1}{6}}$ X

6. $\frac{6}{6} = \boxed{1}$

7. $\frac{2}{8} = \boxed{\frac{1}{4}}$

8. $\frac{4}{8} = \boxed{\frac{1}{2}}$

9. $\frac{6}{8} = \boxed{\frac{3}{4}}$

10. $\frac{8}{8} = \boxed{\frac{4}{4}} = \boxed{\frac{4}{2}} = \boxed{2}$ X

11. $3\frac{2}{4} = \underline{3\frac{1}{2}}$

12. $4\frac{4}{8} = \underline{4\frac{1}{2}}$

13 $7\frac{6}{8} = \underline{7\frac{1}{8}}$ X

14. $2\frac{4}{6} = \underline{2\frac{2}{3}}$

15. $6\frac{12}{12} = \underline{7}$

At this point, the sample prescription shows an instructional technique code of 05. This was based on a decision by the teacher to discuss Ralph's problem in her planning session group. She felt a need to get opinions and suggestions from the other teachers on how to proceed with Ralph's instruction at this point.

From their review of student progress, the teachers identified a group of students who were having problems in this unit. They could not reduce fractional remainders to lowest terms. Ralph joined this group in a seminar setting for one week. The teacher who worked with these students used skill sheets, discussion, board work, film strips and manipulative aids as materials.

At the next planning session, the group's progress was evaluated and the teachers decided that Ralph could return to his regular IPI materials.

Based on Ralph's progress report by the seminar teacher, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ____________________

Check samples on pages 397-398

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4
U. S. 4 5 6 7

GRADE 6 U. S. 9

ROOM 230

UNIT F-DIV. 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	PART 1 SCORE	PART 1 % S. 72-73	PART 2 SCORE	PART 2 % S. 74-75		S. 76-77	
1			6	6		4	5					RS	1	
2				7		4	5					"		
3	10-4	JAW	6		01							"		
4				T. Page	12 {	16	20					"		
5						Fraction	Pies						2	
6	10/5	JAW	6		05									
7														
8														
9														
10														
11														
12														
13														
14														
15														
.16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

CH SAMPLE

E % U. 32-33 80

POST. % U. 34-35 95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

You prescribed the following on 10/10:

Page	Reason
11	Writing quotient with fractional remainder in lowest terms.

Estimate of time needed: 20 minutes

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

SCHOOL STAMP	U. S. 2-3
STUDENT NAME	Ralph Stoney
STUDENT NUMBER	4 4 4 4
U. S.	4 5 6 7
GRADE	6
U. S.	9
ROOM	230
UNIT	F - Div. 2, 3, 4, 6, 8
U. S.	10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS' WORKED IN SKILL S. 76-77	NOTES
1			6	6		4	5					RS	1	
2				7		4	5					"		
3	10-4	JAW	6		01							"		
4					12	16	20					"		
5						Fraction Piés							2	
6	10-5	JAW	6		05	OK/RB							7	
7	10-10	JAW	6	11										
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

NCH SAMPLE

PRE % U. 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the page completed and corrected by Ralph.

In the role of the Aide, record the score on Ralph's Prescription Sheet.

After analyzing Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 401-402.

Solve the division problems, write the remainders in fractional form. Reduce the fraction to lowest terms.

38 ÷ 4

Work space

9R2
4 / 38

$9\frac{2}{4} = 9\frac{1}{2}$

56 ÷ 6

Work space

9R2
6 / 56

$9\frac{2}{6} = 9\frac{1}{3}$

44 ÷ 10

Work space

4R4
10 / 44

$4\frac{4}{10} = 4\frac{2}{5}$

46 ÷ 8

Work space

5R6
8 / 46

$5\frac{6}{8} = 5\frac{3}{4}$

66 ÷ 9

Work space

7R3
9 / 66

$7\frac{3}{9} = 7\frac{1}{3}$

39 ÷ 9

Work space

4R3
9 / 39

$4\frac{3}{9} = 4\frac{1}{3}$

76 ÷ 10

Work space

7R6
10 / 76

$7\frac{6}{10} = 7\frac{3}{5}$

50 ÷ 8

Work space

6R2
8 / 50

$6\frac{2}{8} = 6\frac{1}{4}$

39 ÷ 12

Work space

3R3
12 / 39

$3\frac{3}{12} = 3\frac{1}{4}$

For extra practice, do Page 16.

You prescribed the following on 10/10:

Page	Reason
13	CET to determine mastery of Skill 6.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4 (U. S. 4 5 6 7)

GRADE 6 (U. S. 9)

ROOM 230

UNIT F-Div. 2, 3, 4, 6, 8 (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1			6	6		4	5					RS	1	
2				7		4	5					"		
3	10-4	JAW	6		01							"		
4					12	16	20					"		
5						Fraction Pies							2	
6	10-5	JAW	6		05	OK/MB							7	
7	10-10	JAW	6	11		9	9							
8			6	13	CET									
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

SAMPLE
% 2-33 0
POST. % U. 34-35 95
TO 78

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%	
X										
X										
X										
X										
X										
X										
X										
X										
X										
X										
X										
X										

This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 405-406.

CET I

Divide. Write the remainder as a fraction.

$$\begin{array}{r} 12\frac{1}{12} \\ 12\overline{)\,145} \\ \underline{12} \\ 25 \\ \underline{24} \\ 1 \end{array}$$

$$\begin{array}{r} 12\frac{2}{3} \\ 3\overline{)\,38} \\ \underline{36} \\ 2 \end{array}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	[✓ 6]	[✓ 100%]
	NO. OF PTS.	
	5	83
	4	67
	3	50
	2	33
	1	17

$$\begin{array}{r} 3\frac{2}{9} \\ 9\overline{)\,29} \\ \underline{27} \\ 2 \end{array}$$

$$\begin{array}{r} 13\frac{1}{4} \\ 4\overline{)\,53} \\ \underline{4} \\ 13 \\ \underline{12} \\ 1 \end{array}$$

$$\begin{array}{r} 59\frac{3}{8} \\ 8\overline{)\,475} \\ \underline{40} \\ 75 \\ \underline{72} \\ 3 \end{array}$$

$$\begin{array}{r} 122\frac{5}{6} \\ 6\overline{)\,737} \\ \underline{6} \\ 13 \\ \underline{12} \\ 17 \\ \underline{12} \\ 5 \end{array}$$

Divide.

$$\begin{array}{r} .006 \\ 6\overline{)\,.036} \end{array}$$

$$\begin{array}{r} 12.02 \\ 12\overline{)\,144.24} \end{array}$$

C I R C L E C O R R E C T B O X	TL. PTS.	
	[✓ 2]	[✓ 100%]
	NO. OF PTS.	%
	1	50

You prescribed the following on 10/10:

Page	Reason
13	CET to determine mastery of Skill 7.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2.

CHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4
U. S. 4 5 6 7

GRADE 6 U. S. 9

ROOM 230

UNIT F-DIV. 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
								SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1			6	6		4	5					RD	1	
2				7		4	5					"		
3	10-4	JAW	6		01							"		
4					12	16	20					"		
5						Fraction Pies							2	
6	10-5	JAW	6		05	OK/RB							7	
7	10-10	JAW	6	11			9							
8			6	13	CET			6/6	100	2/2	100	RM	8	
9			7	13P	CET									
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

ICH SAMPLE
RE % 32-33 80
POST. % U. 34-35 95
TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ________________________

Check samples on pages 409-410.

CET I

Divide.

C I R C L E C O R R E C T B O X	TL. PTS.	
	[✓ 4]	[✓ 100%]
	NO. OF PTS.	%
	3	75
	2	50
	1	25

$$\begin{array}{r} 1.2 \\ 48\overline{)\,57.6} \\ \underline{48} \\ 96 \\ \underline{96} \end{array}$$

$$\begin{array}{r} 2.01 \\ 58\overline{)\,116.58} \\ \underline{116} \\ 58 \end{array}$$

$$\begin{array}{r} 2.83 \\ 29\overline{)\,82.07} \\ \underline{58} \\ 240 \\ \underline{232} \\ 87 \\ \underline{87} \end{array}$$

$$\begin{array}{r} 4.825 \\ 9\overline{)\,43.425} \\ \underline{36} \\ 74 \\ \underline{72} \\ 22 \\ \underline{18} \\ 45 \\ \underline{45} \end{array}$$

Solve the problems. Label your answers.

C I R C L E C O R R E C T B O X	TL. PTS.	
	[✓ 2]	[✓ 100%]
	NO. OF PTS.	%
	1	50

Kevin wanted to put the same number of toys in each of his 5 boxes. He had 6 tops, 15 blocks, 3 toy cars, and 12 balls. How many toys did he put in each box and how many were left over? 7 r 1

Joe, Lou, and Irwin joined together in a bottle cap club. Joe had 12 bottle caps, Lou had 13 bottle caps, and Irwin had 10 bottle caps. They decided that each member should have the same number of bottle caps. If they divided the number up equally, how many would each have and how many would be left over? 11 r 2

You prescribed the following on 10/11:

Page	Reason
7	CET to determine mastery of Skill 8.

Estimate of time needed: 20 minutes maximum

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4 (U. S. 4 5 6 7)

GRADE 6 (U. S. 9)

ROOM 230

UNIT F-Div. 2, 3, 4, 6, 8 (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1			6	6		4	5					RS	1	
2				7		4	5					"		
3	10-4	JAW	6		01							"		
4					12	16	20					"		
5						Fraction Pies							2	
6	10-5	JAW	6		05	OK/MB							7	
7	10-10	JAW	6	11		9	9							
8			6	13	CET			6/6	100	2/2	100	RM	8	
			7	13P	CET			4/4	100	2/2	100	RM	1	
10	10-11	JAW	8	7P	CET									
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE	
PRE % U. 32-33	POST % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is the CET completed by Ralph and corrected by the Aide.

In the role of the Aide, record the scores on Ralph's Prescription Sheet.

Analyze Ralph's work on both parts of this CET.

Based on your analysis of Ralph's work, you prescribe the following on / :

Page	Reason

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

Check samples on pages 413-414.

CIRCLE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	[✓ 1]	[✓ 50]

CET I

Solve each word problem. Label your answer.

Larry has a paper route in his neighborhood. One week Larry made $5.32 selling papers. He made $4.96 the next week and $5.47 in the third week. What was Larry's average for each week?

$5.92 X

5.32
4.96
+ 5.47
3 | 15.75
5.91 r 2

Marie made flower baskets for her friends one day in the summer. She picked 18 petunias, 15 roses and 16 daisies. She made baskets for her 5 friends and put the same number of flowers in each basket. How many flowers did she put in each basket, and how many flowers did she have left over?

18
15
16
5 | 49
9 r 4

9 r 4 flowers

You prescribed the following on 10/12:

Page	Reason
Review	To give Ralph a chance to review his unit work; may lessen careless errors on Posttest.
Posttest	To determine mastery of the skills in this unit.

Record this on Ralph's Prescription Sheet.

Estimate of time needed: ______________________

PAGE — OF —

HOOL STAMP	U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER	4	4	4	4
U. S.	4	5	6	7

GRADE	6
U. S.	9

ROOM 230

UNIT F-Div. 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1			6	6		4	5					RS	1	
2				7		4	5					"		
3	10-4	JAW	6		01							"		
4					12	16	20					"		
5						Fraction Pie's							2	
6	10-5	JAW	6		05	OK/RB							7	
7	10-10	JAW	6	11		9	9							
8			6	13	CET			6/6	100	2/2	100	RM	8	
9			7	13P	CET			4/4	100	2/2	100	RM	1	
	10-11		8	7P	CET			1/2	50	—	—	RM	1	
11	10/12	JAW	Review											
12														
13			Posttest											
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW
U. & S. 79

EYPUNCH SAMPLE

L	PRE %	POST. %	TO 78
-31	U. 32-33	U. 34-35	
	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

This is a copy of Ralph's completed Posttest that has been corrected by the Aide.

In the role of the Aide, record the Posttest scores on the first Prescription Sheet and on the Unit Test Record on pages 333-334.

Analyze the entire Posttest and identify the skills in which Ralph does not demonstrate mastery.

Based on your analysis, you decide to:

Record your decision on Ralph's Prescription Sheet.

In the role of the Aide, complete the data required for a "mastered" unit on the Prescription Sheet.

Check your completed prescription with the samples beginning on page 423.

SCHOOL CODE ☐

NAME Ralph Stoney

NUMBER 4444 CLASS 6 Rm. 230

ipi

MATHEMATICS

Post Test

LEVEL F

DIVISION (06)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

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DEVELOPMENTAL EDITION

CIRCLE CORRECT BOX	
TL. PTS.	
[✓ 5]	[✓ 100%]
NO. OF PTS.	%
4	80
3	60
2	40
1	20

Directions: Divide by using repeated subtraction.

$$\begin{array}{r} 60 \\ -\ 15 \\ \hline 45 \end{array} \quad \begin{array}{r} 45 \\ -15 \\ \hline 30 \end{array} \quad \begin{array}{r} 30 \\ -15 \\ \hline 15 \end{array} \quad \begin{array}{r} 15 \\ -15 \\ \hline 0 \end{array}$$

60 ÷ 15 = 4

$$\begin{array}{r} 70 \\ -\ 35 \\ \hline 35 \end{array} \quad \begin{array}{r} 35 \\ -35 \\ \hline 0 \end{array}$$

70 ÷ 35 = 2

$$\begin{array}{r} 68 \\ -13 \\ \hline 55 \end{array} \quad \begin{array}{r} 55 \\ -13 \\ \hline 42 \end{array} \quad \begin{array}{r} 42 \\ -13 \\ \hline 29 \end{array} \quad \begin{array}{r} 29 \\ -13 \\ \hline 16 \end{array} \quad \begin{array}{r} 16 \\ -13 \\ \hline 3 \end{array}$$

68 ÷ 13 = 5 R3

$$\begin{array}{r} 45 \\ -11 \\ \hline 34 \end{array} \quad \begin{array}{r} 34 \\ -11 \\ \hline 23 \end{array} \quad \begin{array}{r} 23 \\ -11 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ -11 \\ \hline 1 \end{array}$$

45 ÷ 11 = 4 R1

$$\begin{array}{r} 78 \\ -21 \\ \hline 57 \end{array} \quad \begin{array}{r} 57 \\ -21 \\ \hline 36 \end{array} \quad \begin{array}{r} 36 \\ -21 \\ \hline 15 \end{array}$$

78 ÷ 21 = 3R15

F DIVISION (06) POST-TEST

SKILL 2

CIRCLE CORRECT BOX

TL. PTS.	
4	100%
NO. OF PTS.	%
[✓ 3]	[✓ 75]
2	50
1	25

Directions: Divide.

$$\begin{array}{r} 4 \\ 23\overline{)92} \end{array}$$

$$\begin{array}{r} 53 \\ 53\overline{)2{,}809} \end{array}$$

$$\begin{array}{r} 17 \text{ r } 93 \\ 193\overline{)3{,}474} \end{array}$$

X

$$\begin{array}{r} 862 \\ 38\overline{)32{,}756} \end{array}$$

F DIVISION (06) POST-TEST

SKILL 3

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 2]	[✓ 100%]
NO. OF PTS.	%
1	50

Directions: Divide. Round off the numbers and estimate to check your answers.

Check

$$\begin{array}{r} 40 \\ 48\overline{)1{,}920} \\ 192 \\ \hline 00 \end{array}$$

$$\begin{array}{r} 38 \\ 50\overline{)1{,}900} \end{array}$$

Check

$$\begin{array}{r} 19 \text{ R}3 \\ 32\overline{)611} \\ 32 \\ \hline 291 \\ 288 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 15 \\ 40\overline{)600} \end{array}$$

F DIVISION (06) POST-TEST SKILL 4

CIRCLE CORRECT BOX	
TL. PTS.	
[✓ 4]	[✓ 100%]
NO. OF PTS.	%
3	75
2	50
1	25

Directions: Divide. Write the remainder using R.

$$\begin{array}{r}5\text{ R}23\\ 79\overline{)418}\end{array} \qquad \begin{array}{r}65\text{ R}53\\ 67\overline{)4,408}\end{array}$$

$$\begin{array}{r}39\text{ R}42\\ 238\overline{)9,324}\end{array} \qquad \begin{array}{r}28\text{ R}70\\ 125\overline{)3,570}\end{array}$$

CIRCLE CORRECT BOX	TL. PTS.	
	[✓ 5]	[✓ 100%]
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

Directions: Circle all of the expressions in each row which are equal to the boxed fraction at the beginning of the row.

$\frac{1}{4}$	[✓ $4\overline{)1}$] $4 \div 1$ [✓ $1 \div 4$] $1\overline{)4}$ 1^4
$\frac{18}{6}$	$18\overline{)6}$ 18×6 [✓ 3] [✓ $6\overline{)18}$] $18 - 6$
$\frac{5}{5}$	[✓ $5\overline{)5}$] [✓ 1] 5 [✓ $5 \div 5$] $\frac{5}{4}$
$\frac{16}{3}$	$5\frac{1}{5}$ [✓ $16 \div 3$] [✓ $5\frac{1}{3}$] $3\frac{1}{5}$ $3 \div 16$
$\frac{42}{5}$	$42\overline{)5}$ $5\frac{1}{4}$ $8\frac{1}{5}$ [✓ $5\overline{)42}$] [✓ $8\frac{2}{5}$]

F DIVISION (06) POST-TEST

SKILL 6

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 3]	[✓ 100%]
NO. OF PTS.	%
2	67
1	33

Directions: Divide. Write the remainder as a fraction.

$\begin{array}{r} 10\frac{3}{8} \\ 8\overline{)83} \end{array}$ $\qquad$ $\begin{array}{r} 31\frac{1}{4} \\ 4\overline{)125} \end{array}$ $\qquad$ $\begin{array}{r} 24\frac{1}{9} \\ 9\overline{)217} \end{array}$

F DIVISION (06) POST-TEST

SKILL 7

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 4]	[✓ 100%]
NO. OF PTS.	%
3	75
2	50
1	25

Directions: Divide.

$\begin{array}{r} .051 \\ 5\overline{).255} \end{array}$ $\qquad$ $\begin{array}{r} 3.06 \\ 47\overline{)143.82} \end{array}$

$\begin{array}{r} .312 \\ 7\overline{)2.184} \end{array}$ $\qquad$ $\begin{array}{r} .03 \\ 29\overline{).87} \end{array}$

F DIVISION (06) POST-TEST

SKILL 8

CIRCLE CORRECT BOX

TL. PTS.	
[✓ 3]	[✓ 100%]
NO. OF PTS.	%
2	67
1	33

Directions: Solve the word problems. Label each answer.

Sally and Fred had a lemonade stand. One day they made $1.25 profit after paying $.30 for lemonade mix. If they sold 31 glasses of lemonade that day, how much did they charge for each glass?

Answer $.05 ____

Bernadine mixed 9 cups of popcorn and one cup of peanuts to make popcorn-peanut balls. She made six balls from the mixture. How much of the mixture did she use for each ball?

Answer $1\frac{2}{3}$ cups

The teacher had 25 pieces of lemon candy, 30 pieces of orange candy, and 24 pieces of lime candy. She gave each of the 19 children in her class as many pieces of candy as she could, being careful to give each child the same amount. How many pieces of candy were left over?

Answer 3 pieces of candy

MATHEMATICS PRESCRIPTION SHEET

Mastery
MB

PAGE: 1 OF 2

SCHOOL STAMP	U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER	4	4	4	4
U. S.	4	5	6	7

GRADE 6 U. S. 9

ROOM 230

UNIT F-DIV. 2, 3, 4, 6, 8 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED	10/13	U. 17-20
DAYS WORKED*	16	U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	9-30	JAW	Pretest											
2	10-1	JAW	2		01									
3				9	02	2	2					MS		
4				12		4	6					"	1	
5	10-2	JAW	2	20		4	4					"		
6	10-2	JAW	2	14	CET			4/4	100	2/4	50	MS	2	
7	10-2		3	Read Student Page								RS		
8				1		12	12							
9				3		16	16						1	
10				4		14	14							
11				7		14	20							
12				12		0	10					RS		
13				15	CET			8/8	100	3/3	100	MS	2	
14			4	11	CET			4/4	100	2/3	67	MS	1	
15			5	11	CET			13/13	100	0/3	0	MS	1	
16	10-3	JAW	6	Read Student Page								RS		
17.				2								"		
18				3								"		

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

NCH SAMPLE

PRE % U. 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80	5	100				
X									
X 2	4	3	75	3	75				
X									
X 3	2	0	0	2	100				
X									
X 4	4	2	50	4	100				
X									
X 5	5	5	100	5	100				
X									
X 6	3	0	0	3	100				
X									
X 7	4	4	100	4	100				
X									

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

SCHOOL STAMP U. S. 2-3

STUDENT NAME Ralph Stoney

STUDENT NUMBER 4 4 4 4 (U. S. 4 5 6 7)

GRADE 6 (U. S. 9)

ROOM 230

UNIT F-Div. 2, 3, 4, 6, 8 (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1			6	6		4	5					RS	1	
2				7		4	5					"		
3	10-4	JAW	6		01							"		
4					12	{ 16	20					"		
5						Fraction Pies							2	
6	10-5	JAW	6		05	OK/MB							7	
7	10-10	JAW	6	11		9	9							
8			6	13	CET			6/6	100	2/2	100	RM	8	
9			7	13P	CET			4/4	100	2/2	100	RM	1	
10	10-11	JAW	8	7P	CET			1/2	50			RM	1	
11	10-12	JAW	Review											
12														
13			Posttest											
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

INCH SAMPLE

PRE % U. 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

SCHOOL CODE

NAME ______________________________

NUMBER ______________ CLASS ______________

ipi

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 1

Based upon materials developed by The Mathematics Curriculum Staff Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Solve this problem, using repeated subtraction.

$27 \div 6 = \_\_\_\_$

In this booklet you will be doing problems like this.

Answer

$$\begin{array}{r} 27 \\ -6 \\ \hline 21 \end{array} \quad \begin{array}{r} 21 \\ -6 \\ \hline 15 \end{array} \quad \begin{array}{r} 15 \\ -6 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ -6 \\ \hline 3 \end{array}$$

$27 \div 6 = 4\,R\,3$

Think of division as repeated subtraction.

18 ÷ 6 = 3

18
− 6 ←(xxxxxx) 1
12
↳12
− 6 ←(xxxxxx) 2
6
↳6 ←(xxxxxx) 3
− 6
0

You can subtract 6 from 18 three times. Therefore, in the problem 18 ÷ 6, the quotient is 3.

Do these division problems, using repeated subtractions. Write the quotient in the blank.

27 ÷ 9 = 3

28 ÷ 7 = 4

39 ÷ 13 = 3

27
− 9
18
− 9
9
− 9
0

28
- 7
21
- 7
14
- 7
7
- 7
0

39
-13
26
13
13
13
0

Write your answers in the blanks.

8 ÷ 2 = 4

$$\begin{array}{rcrcrcr} 8 & & 6 & & 4 & & 2 \\ -\textcircled{2} & \nearrow & -\textcircled{2} & \nearrow & -\textcircled{2} & \nearrow & -\textcircled{2} \\ \hline 6 & & 4 & & 2 & & 0 \end{array}$$

How many times is 2 subtracted? 4

Use repeated subtraction to find the missing quotients.

10 ÷ 2 = 5

$\begin{array}{r}10\\-2\\\hline 8\end{array}$ $\begin{array}{r}8\\-2\\\hline 6\end{array}$ $\begin{array}{r}6\\-2\\\hline 4\end{array}$ $\begin{array}{r}4\\-2\\\hline 2\end{array}$ $\begin{array}{r}2\\-2\\\hline 0\end{array}$ $\begin{array}{r}4\\-2\\\hline \end{array}$ $\begin{array}{r}2\\-2\\\hline \end{array}$

25 ÷ 5 = 5

$\begin{array}{r}25\\-5\\\hline 20\end{array}$ $\begin{array}{r}20\\-5\\\hline 15\end{array}$ $\begin{array}{r}15\\-5\\\hline 10\end{array}$ $\begin{array}{r}10\\-5\\\hline 5\end{array}$ $\begin{array}{r}5\\-5\\\hline 0\end{array}$

15 ÷ 3 = 5

$\begin{array}{r}15\\-3\\\hline 12\end{array}$ $\begin{array}{r}12\\-3\\\hline 9\end{array}$ $\begin{array}{r}9\\-3\\\hline 6\end{array}$ $\begin{array}{r}6\\-3\\\hline 3\end{array}$ $\begin{array}{r}3\\-3\\\hline 0\end{array}$

28 ÷ 7 = 4

$\begin{array}{r}28\\-7\\\hline 21\end{array}$ $\begin{array}{r}21\\-7\\\hline 14\end{array}$ $\begin{array}{r}14\\-7\\\hline 7\end{array}$ $\begin{array}{r}7\\-7\\\hline 0\end{array}$

Use repeated subtraction to find the missing quotients.

24 ÷ 6 = 4 $\begin{array}{r} 24 \\ -6 \\ \hline 18 \end{array}$ $\begin{array}{r} 18 \\ -6 \\ \hline 12 \end{array}$ $\begin{array}{r} 12 \\ -6 \\ \hline 6 \end{array}$ $\begin{array}{r} 6 \\ -6 \\ \hline 0 \end{array}$

21 ÷ 7 = 3 $\begin{array}{r} 21 \\ -7 \\ \hline 14 \end{array}$ $\begin{array}{r} 14 \\ -7 \\ \hline 7 \end{array}$ $\begin{array}{r} 7 \\ -7 \\ \hline 0 \end{array}$

40 ÷ 8 = 5 $\begin{array}{r} 40 \\ -8 \\ \hline 32 \end{array}$ $\begin{array}{r} 32 \\ -8 \\ \hline 24 \end{array}$ $\begin{array}{r} 24 \\ -8 \\ \hline 16 \end{array}$ $\begin{array}{r} 16 \\ -8 \\ \hline 8 \end{array}$ $\begin{array}{r} 8 \\ -8 \\ \hline 0 \end{array}$

25 ÷ 5 = 5 $\begin{array}{r} 25 \\ -5 \\ \hline 20 \end{array}$ $\begin{array}{r} 20 \\ -5 \\ \hline 15 \end{array}$ $\begin{array}{r} 15 \\ -5 \\ \hline 10 \end{array}$ $\begin{array}{r} 10 \\ -5 \\ \hline 5 \end{array}$ $\begin{array}{r} 5 \\ -5 \\ \hline 0 \end{array}$

30 ÷ 6 = 5 $\begin{array}{r} 30 \\ -6 \\ \hline 24 \end{array}$ $\begin{array}{r} 24 \\ -6 \\ \hline 18 \end{array}$ $\begin{array}{r} 18 \\ -6 \\ \hline 12 \end{array}$ $\begin{array}{r} 12 \\ -6 \\ \hline 6 \end{array}$ $\begin{array}{r} 6 \\ -6 \\ \hline 0 \end{array}$

36 ÷ 12 = ____ $\begin{array}{r} 36 \\ 12 \\ \hline 24 \end{array}$ $\begin{array}{r} 24 \\ -12 \\ \hline 12 \end{array}$ $\begin{array}{r} 12 \\ -12 \\ \hline 0 \end{array}$

For extra practice, do Page 7.

To solve division problems, use repeated subtraction until the last result is zero, or a number less than the divisor.

Suppose 14 is divided by 4.

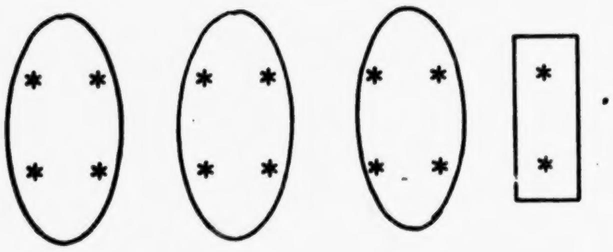
$$14 \div 4 = ? \qquad \begin{array}{r} 14 \\ -\ 4 \\ \hline 10 \end{array} \nearrow \begin{array}{r} 10 \\ -\ 4 \\ \hline 6 \end{array} \nearrow \begin{array}{r} 6 \\ -\ 4 \\ \hline 2 \end{array}$$

4 has been subtracted from 14 three times with __?__ left over. The number that is left over is called the remainder.

Using a capital R for the word "remainder," the problem can be written

$$14 \div 4 = 3 \text{ R } 2.$$

This means that in a set of 14, there are 3 subsets of 4 each and 2 left over.



Solve these problems with remainders, using repeated subtraction.

17 ÷ 3 = 5 R 2

17
-3
14
-3
11
-3
8
-3
5
-3
2

25 ÷ 6 = 4 R 1

25
-6
19
-6
13
-6
7
-6
1

31 ÷ 8 = 3 R 7

31
-8
23
-8
15
-8
7

12 ÷ 7 = 1 R 5

12
-7
5

23 ÷ 5 = 4 R 3

23
-5
18
-5
13
-5
8
-5
3

47 ÷ 9 = ___ R

47
-9
38
-9
29
-9
20
-9
11
-7

For extra practice, do Page 8.

CET I

Use repeated subtraction to find each quotient.

CIRCLE CORRECT BOX	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

43 ÷ 11 = ______

43
− 11

37 ÷ 12 = ______

37
− 12

56 ÷ 15 = ______

56
− 15

Divide each set a different way to show 10 ÷ 5

x x
x x
x x
x x
x x

x x
x x
x x
x x
x x

CIRCLE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

28 ÷ 7 is one way to ask, "How many times can 7 be subtracted from 28?"

Use repeated subtraction to find the missing quotients.

18 ÷ 6 = 3

①	②	③
18	12	6
−6	−6	−6
12	6	0

35 ÷ 7 = 5

$$\begin{array}{r} 35 \\ -7 \\ \hline 28 \\ -7 \\ \hline 21 \\ -7 \\ \hline 14 \\ -7 \\ \hline 7 \\ -7 \\ \hline 0 \end{array}$$

20 ÷ 5 = 4

$$\begin{array}{r} 20 \\ -5 \\ \hline 15 \\ -5 \\ \hline 10 \\ -5 \\ \hline 5 \\ -5 \\ \hline 0 \end{array}$$

45 ÷ 9 = 5

$$\begin{array}{r} 45 \\ -9 \\ \hline 36 \\ -9 \\ \hline 27 \\ -9 \\ \hline 18 \\ -9 \\ \hline 9 \\ -9 \\ \hline 0 \end{array}$$

Solve these problems with remainders, using repeated subtraction.

29 ÷ 5 = 5 R 4

$$\begin{array}{r}29\\-5\\\hline 24\end{array}\quad\begin{array}{r}24\\-5\\\hline 19\end{array}\quad\begin{array}{r}19\\-5\\\hline 14\end{array}\quad\begin{array}{r}14\\-5\\\hline 9\end{array}\quad\begin{array}{r}9\\-5\\\hline 4\end{array}$$

48 ÷ 9 = 5 R 3

$$\begin{array}{r}48\\-9\\\hline 39\end{array}\quad\begin{array}{r}39\\-9\\\hline 30\end{array}\quad\begin{array}{r}30\\-9\\\hline 21\end{array}\quad\begin{array}{r}21\\-9\\\hline 12\end{array}\quad\begin{array}{r}12\\-9\\\hline 3\end{array}$$

17 ÷ 4 = 4 R 1

$$\begin{array}{r}17\\-4\\\hline 13\end{array}\quad\begin{array}{r}13\\-4\\\hline 9\end{array}\quad\begin{array}{r}9\\-4\\\hline 5\end{array}\quad\begin{array}{r}5\\-4\\\hline 1\end{array}$$

37 ÷ 7 = 5 R 2

$$\begin{array}{r}37\\-7\\\hline 30\end{array}\quad\begin{array}{r}30\\-7\\\hline 23\end{array}\quad\begin{array}{r}23\\-7\\\hline 16\end{array}\quad\begin{array}{r}16\\-7\\\hline 9\end{array}\quad\begin{array}{r}9\\-7\\\hline 2\end{array}$$

CET II

Use repeated subtraction to find each quotient.

CIRCLE CORRECT BOX	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

48 ÷ 11 = ______

$$\begin{array}{r}48\\ \underline{-\;11}\end{array}$$

57 ÷ 13 = ______

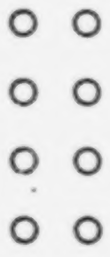
$$\begin{array}{r}57\\ \underline{-\;13}\end{array}$$

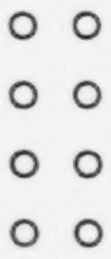
68 ÷ 18 = ______

$$\begin{array}{r}68\\ \underline{-\;18}\end{array}$$

Divide each set a different way to show 8 ÷ 4.

CIRCLE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50





LEVEL F, DIVISION, SKILL 1

OBJECTIVE: Uses repeated subtraction to solve division problems. Quotients to 5.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Uses repeated subtraction to solve division problems. Quotients to 5, no remainder. Example given.	
2.	Uses repeated subtraction to find the missing quotients (to 5, no remainders). Example given.	
3.	Uses repeated subtraction to find the missing quotients. No examples.	7
4.	Tells the number that is left over and learns it is called a "remainder."	
5.	Uses repeated subtraction to find the quotients and remainders.	8
6.	CET I.	
	CET II.	9

Circle pages that are to be done.

SCHOOL CODE

NAME ____________________

NUMBER ____________ CLASS ____________

ipi

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 2

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Use the ladder method to find the quotient. (Answers to division problems are called quotients.)

$$625\,\overline{)\,53750}$$

Use the division algorithm to find the quotient.

$$484\,\overline{)\,44528}$$

Answers

$$\begin{array}{r r|r} & 86 & \\ 625\,) & \overline{53750} & \\ & 50000 & 80 \\ \hline & 3750 & \\ & 3750 & 6 \\ \hline & 0 & 86 \end{array}$$

$$\begin{array}{r r} & 92 \\ 484\,) & \overline{44528} \\ & \underline{4356} \\ & 968 \\ & \underline{968} \\ & 0 \end{array}$$

Check yourself. None of the quotients in this booklet should have a remainder.

Review the ladder method.

$$\begin{array}{r|l} \multicolumn{1}{r}{36} & \\ 20\overline{)720} & \\ 600 & 30 \\ \hline 120 & \\ 120 & 6 \\ \hline 0 & 36 \end{array}$$

How many totals of 20 in 720?

Ask yourself, 20 × ? = 720. Estimate 30 (Start with a multiple of 10.) 30 × 20 = 600.

Subtract 600 from 720 to see if there are any more totals of 20 left. You will find there are 6 totals of 20 left (6 × 20 = 120).

Add the factors (30 + 6 on right side of ladder).

From the division above, we see that there are exactly 36 totals of 20 in 720.

Find the quotients.

$$\begin{array}{r|l} \multicolumn{1}{r}{13} & \\ 27\overline{)351} & \\ 270 & 10 \\ \hline 81 & \\ 81 & 3 \\ \hline 0 & 13 \end{array} \qquad \begin{array}{r|l} \multicolumn{1}{r}{12} & \\ 16\overline{)192} & \\ 160 & 10 \\ \hline 32 & \\ 32 & 2 \\ \hline 0 & 12 \end{array} \qquad \begin{array}{r|l} \multicolumn{1}{r}{19} & \\ 22\overline{)418} & \\ 220 & 10 \\ \hline 198 & \\ 198 & 9 \\ \hline 0 & 19 \end{array}$$

Use the ladder method to find the quotients.

$$\begin{array}{r|l} 5 & \\ 36\,\overline{)\,180} & \\ 180 & 5 \\ \hline 0 & 5 \end{array}$$

$$\begin{array}{r|l} 27\,\overline{)\,162} & \\ 162 & 6 \\ \hline 0 & 6 \end{array}$$

$$\begin{array}{r|l} 28\,\overline{)\,168} & \\ 168 & 6 \\ \hline 0 & 6 \end{array}$$

$$\begin{array}{r|l} 40 & \\ 15\,\overline{)\,600} & \\ 600 & 40 \\ \hline 0 & 40 \end{array}$$

$$\begin{array}{r|l} 36 & \\ 20\,\overline{)\,720} & \\ 600 & 30 \\ \hline 120 & \\ 120 & 6 \\ \hline 0 & 36 \end{array}$$

$$\begin{array}{r|l} 56 & \\ 14\,\overline{)\,784} & \\ 700 & 50 \\ \hline 84 & \\ 84 & 6 \\ \hline 0 & 56 \end{array}$$

$$\begin{array}{r|l} 14 & \\ 23\,\overline{)\,322} & \\ 230 & 10 \\ \hline 92 & \\ 92 & 4 \\ \hline 0 & 14 \end{array}$$

$$\begin{array}{r|l} 25 & \\ 34\,\overline{)\,850} & \\ 680 & 20 \\ \hline 170 & \\ 170 & 5 \\ \hline 0 & 25 \end{array}$$

$$\begin{array}{r|l} 16 & \\ 43\,\overline{)\,688} & \\ 430 & 10 \\ \hline 258 & \\ 258 & 6 \\ \hline 0 & 16 \end{array}$$

Here is another form of division. It is called the division algorithm.

$$\begin{array}{r} 1 \\ 23\overline{)\,345} \\ 23 \\ \hline 11 \end{array}$$

Look at the dividend 345.

Ask yourself: "Does 23 divide into the first digit, 3?" No.

"Does 23 divide into 34?" Yes. How many times? Once.

$$\begin{array}{r} 15 \\ 23\overline{)\,345} \\ 23 \\ \hline 115 \\ 115 \\ \hline 0 \end{array}$$

Write the 1 above the 4 of the dividend.

Multiply 1 × 23 and subtract the product (23) from 34.

$$\begin{array}{r} 34 \\ -\,23 \\ \hline 11 \end{array}$$

Bring down the next digit, 5. Divide 23 into 115.

23 × 5 = 115

Your correct answer is therefore 15, and it is your quotient.

Use the division algorithm.

$$\begin{array}{r} 12 \\ 14\overline{)\,168} \\ 14 \\ \hline 28 \\ 28 \\ \hline 0 \end{array} \qquad \begin{array}{r} 21 \\ 16\overline{)\,336} \\ 32 \\ \hline 16 \\ 16 \\ \hline \end{array} \qquad \begin{array}{r} 24 \\ 23\overline{)\,552} \\ 46 \\ \hline 92 \\ 92 \\ \hline 0 \end{array}$$

Use the division algorithm to find the quotient. Fill in the blanks.

$$\begin{array}{r} 27 \ \text{(1PT)} \\ 23\overline{)\,621} \\ \underline{46} \\ 161 \\ \underline{161} \\ 0 \end{array}$$

Look at the dividend which is 621.

Ask yourself: "Does 23 divide into the first digit 6? NO

Does 23 divide into 62?" YES

How many times? 2 TIMES (OR TWICE)

Write the 2 above the 2 of 62 in the dividend.

Multiply 2 × 23 and subtract this product from 62.

$$\begin{array}{r} 62 \\ \underline{-\,46} \\ 16 \end{array}$$

Bring the next digit of the dividend down (it is 1)

Divide 23 into 161. 23 × 7 = 161

Use the division algorithm to find the quotient.

$$\begin{array}{r} 31 \\ 24\overline{)\,744} \end{array} \qquad \begin{array}{r} 17 \\ 32\overline{)\,544} \end{array}$$

$$\begin{array}{r} 13 \\ 48\overline{)\,624} \end{array} \qquad \begin{array}{r} 24 \\ 36\overline{)\,864} \end{array}$$

Use the ladder method to find the quotient.

48
37) 1776
1480 40
296
296 8
0 48

52
49) 2548
2450 50
98
98 2
0 52

[illegible]
67) 2077
2010 30
67
67 1
0 31

36
74) 2664
2220 30
444
444 6
36

47
86) 4042
3440 40
602
602 7
0 47

36
43) 1548
[illegible] [illegible]
258
258 6
0 36

For extra practice, do Page 15.

Use the division algorithm to find the quotients.

71
52) 3692
364
52
52
0

59
47) 2773
235
423
423
0

82
68) 5576
544
136
136
0

33
64) 2112
192
192
192

74
68) 5032
476
272
272
0

94
89) 8366
801
356
356
0

For extra practice, do Page 16.

Use the ladder method to find the quotients.

1409

53) 74677

53000	1000
21677	
21200	400
477	9
477	
0	1409

530

45) 23850

22500	500
1350	
1350	30
0	530

683

71) 48493

42600	600
5893	
5680	80
213	3
213	
0	683

1324

39) 51636

39000	1000
12636	
11700	300
936	
780	20
156	
156	4
0	1324

SCORING

Any combination of factors which
add up to the quotient is acceptable.

For extra practice do Page 17.

Use the division algorithm to find the quotients.

544
53) 28832
265
233
212
212
212
0

707
63) 44541
441
441
441
0

936
72) 67392
648
259
216
432
432
0

885
85) 75225
680
722
680
425
425
0

For extra practice, do Page 18.

Use the ladder method to find the quotients.

When you divide with a 3-digit divisor, you follow the same procedure as with a 2-digit divisor. Get your first estimate by finding how many times the divisor divides into the first 3 or 4 digits. Then continue to divide, multiply, and subtract as usual.

256	
179) 45824	
35800	200
10024	
8950	50
1074	
1074	6
0	256

53	
656) 34768	
32800	50
1968	
1968	3
0	53

SCORING:
Any combination of factors which add up to the quotient is acceptable.

For extra practice do Page 19.

Use the ladder method to find the quotients.

101

496) 50096	
49600	100
496	
496	1
0	101

64

835) 53440	
50100	60
3340	
3340	4
0	64

234

602) 140868	
120400	200
20468	30
18060	
2408	
2408	4
0	234

51.3

476) 244188	
238000	500
6188	
4760	10
1428	
1428	3
0	513

SCORING:
Any combination of factors which leads to the quotient is acceptable

For extra practice, do Page 20.

Use the ladder method to find the quotients.

Remember that when you divide with a 3-digit divisor, you follow the same procedure as with a 2-digit divisor. Get your first estimate by finding how many times the divisor divides into the first 3 or 4 digits, as the case may be. Then continue to divide, multiply, and subtract as usual.

58	
452) 26216	
22600	50
3616	
3616	8
	58

183	
789) 144387	
78900	100
65487	
63120	80
2367	
2367	3
	183

Scoring

Any combination of factors which add up to the quotient is acceptable.

Use the division algorithm to find the quotients.

43
326) 14018
1304
978
978
0

300 divides into 1400
about 4 times.

300 divides into 900
about 3 times.

55
564) 31020
2820
2820
2820
0

47
532) 25004
2128
3724
3724
0

68
769) 52292
4614
6152
6152
0

Use either the division algorithm or the ladder method to find the quotients.

$\begin{array}{r} 93 \\ 46\overline{)4278} \end{array}$

$\begin{array}{r} 29 \\ 14\overline{)406} \end{array}$

$\begin{array}{r} 88 \\ 225\overline{)19800} \end{array}$

$\begin{array}{r} 19 \\ 53\overline{)1007} \end{array}$

$\begin{array}{r} 401 \\ 81\overline{)32481} \end{array}$

$\begin{array}{r} 93 \\ 26\overline{)2418} \end{array}$

$\begin{array}{r} 45 \\ 306\overline{)13770} \end{array}$

$\begin{array}{r} 43 \\ 46\overline{)1978} \end{array}$

$\begin{array}{r} 34 \\ 787\overline{)26758} \end{array}$

CET I

Divide, using either the ladder method or the division algorithm.

$16\overline{)\,768}$ $17\overline{)\,1479}$

$372\overline{)\,15,996}$ $67\overline{)\,2278}$

CIRCLE CORRECT BOX	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Solve each division problem. Then round each divisor to the nearest ten, round each dividend to the nearest hundred, and divide to check your answer by estimating.

$42\overline{)\,588}$ $22\overline{)\,1606}$

CIRCLE CORRECT BOX	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Use the ladder method to find the quotient.

Study this example.

$$\begin{array}{rrr} & 350 & \\ 3\,) & 1050 & \\ & 900 & 300 \\ \hline & 150 & \\ & 150 & 50 \\ \hline & & 350 \end{array}$$

$$\begin{array}{rr|l} & 70 & \\ 15\,) & 1050 & \\ & 1050 & 70 \\ \hline & & 70 \end{array}$$

$$\begin{array}{rr|l} & 35 & \\ 30\,) & 1050 & \\ & 900 & 30 \\ \hline & 150 & \\ & 150 & 5 \\ \hline & & 35 \end{array}$$

$$\begin{array}{rr|l} 50\,) & 1050 & \\ & 1000 & 20 \\ \hline & 50 & \\ & 50 & 1 \\ \hline & & 21 \end{array}$$

$$\begin{array}{rr|l} & 15 & \\ 70\,) & 1050 & \\ & 700 & 10 \\ \hline & 350 & \\ & 350 & 5 \\ \hline & & 15 \end{array}$$

$$\begin{array}{rr|l} & 3 & \\ 350\,) & 1050 & \\ & 1050 & 3 \\ \hline & & 3 \end{array}$$

Check yourself. None of the quotients should have a remainder.

Study the problems you have solved above.

When you divide the same dividend by larger and larger divisors, what happens to the quotient? IT GETS SMALLER

When you divide the same dividend by smaller and smaller divisors, what happens to the quotient? IT GETS LARGER

Use the division algorithm to find the quotients.

Study this example.

$$\begin{array}{r} 72 \\ 53\overline{)3816} \\ \underline{371} \\ 106 \\ \underline{106} \\ 0 \end{array} \qquad \begin{array}{r} 86 \\ 75\overline{)6450} \\ \underline{600} \\ 450 \\ \underline{450} \\ 0 \end{array} \qquad \begin{array}{r} 77 \\ 37\overline{)2849} \\ \underline{259} \\ 259 \\ \underline{259} \\ 0 \end{array}$$

50 divided into 350

is about 7

$$\begin{array}{r} 68 \\ 41\overline{)2788} \end{array} \qquad \begin{array}{r} 84 \\ 90\overline{)7560} \\ \underline{720} \\ 360 \\ \underline{360} \end{array}$$

50 divided into 100

is about 2

$$\begin{array}{r} 96 \\ 46\overline{)4416} \end{array}$$

Check yourself. None of the quotients should have a remainder.

Use the ladder method to find the quotient.

Study this example.

$$\begin{array}{r|l} \multicolumn{1}{r}{370} & \\ 66\,)\,24420 & \\ 19800 & 300 \\ \hline 4620 & \\ 4620 & 70 \\ \hline & 370 \end{array}$$

$$\begin{array}{r|l} \multicolumn{1}{r}{841} & \\ 69\,)\,58029 & \\ 55200 & 800 \\ \hline 2829 & \\ 2760 & 400 \\ \hline 69 & \\ 69 & 1 \\ \hline & 841 \end{array}$$

$$\begin{array}{r|l} \multicolumn{1}{r}{499} & \\ 56\,)\,27944 & \\ 22400 & 400 \\ \hline 5544 & \\ 5040 & 90 \\ \hline 504 & 9 \\ 504 & \\ \hline & 499 \end{array}$$

$$\begin{array}{r|l} \multicolumn{1}{r}{705} & \\ 87\,)\,61335 & \\ 60900 & 700 \\ \hline 435 & \\ 435 & 5 \\ \hline & 705 \end{array}$$

Scoring
Any combination of factors which add up to the quotient.

Use the <u>division</u> <u>algorithm</u> to find the quotients.

Study this example.

```
      675
92 ) 62100
     552
      690
      644
       460
       460
         0
```

```
      834
43 ) 35862
     344
      146
      129
       172
       172
         0
```

```
      409
88 ) 35992
     352
      792
      792
        0
```

```
      726
34 ) 24684
     238
       88
       68
      204
      204
        0
```

Use the ladder method to find the quotient.

```
478 ) 155828 |
  [illegible]0 | [illegible]
  -----------|------
  [illegible]  |
  [illegible]  | [illegible]
  -----------|------
   2868      |
   2868      |   6
  -----------|------
      0      |  26
```

Estimate whether first figure will be 100's or 1000's.

Is 155,828 > (478 × 100)? [illegible]

Is 155,828 > (478 × 1000)? [illegible]

Estimate how many sets of 478 in 1558.

Continue to divide, multiply and subtract.

Do the division above.

Use the ladder method to find the quotients.

604

372) 224688	
223200	600
1488	
1488	4
0	604

426

519) 221094	
207600	400
13494	
10380	20
3114	
3114	6
0	426

568

821) 466328	
410500	500
55828	
49260	60
6568	
6568	8
0	568.

721

635) 457835	
444500	700
13335	
12700	20
635	
635	1
0	721

SCORING:

ANY COMBINATION OF FACTORS WHICH ADD UP TO THE QUOTIENT IS ACCEPTABLE

CET II

Divide, using either the ladder method or the division algorithm.

$19\overline{)988}$ $28\overline{)2100}$

$283\overline{)10188}$ $34\overline{)1394}$

CIRCLE CORRECT BOX	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Solve each division problem. Then round each divisor to the nearest ten, round each dividend to the nearest hundred, and divide to check your answer by estimating.

$28\overline{)924}$ **Estimate**

$41\overline{)1762}$ **Estimate**

CIRCLE CORRECT BOX	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

LEVEL F, DIVISION, SKILL 2

OBJECTIVE: Divides a two-or-more digit dividend by a two-or three-digit divisor. No remainder.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Uses ladder method to find quotients for 2-digit divisor and 3-digit dividend. Explanation given.	
2.	Uses ladder method to find quotients for 2-digit divisor and 3-digit dividend.	
3.	Uses division algorithm to find quotients for 2-digit divisor and 3-digit dividend. Explanation given.	
4.	Uses division algorithm to find quotients for 2-digit divisor and 3-digit dividend.	
5.	Uses ladder method to find quotient for 2-digit divisor and 4-digit dividend.	15
6.	Uses division algorithm to find 2-digit quotients for 2-digit divisors and 4-digit dividends.	16
7.	Uses ladder method to find 3 and 4-digit quotients for 2-digit divisors and 5-digit dividends.	17
8.	Uses division algorithm to find 3-digit quotients for 2-digit divisors and 5-digit dividends.	18
9.	Uses ladder method to find 3-digit quotients for 3-digit divisor and 5-digit dividends. Explanation given.	19
10.	Uses ladder method to find 3-digit quotients for 3-digit divisors and 5 or 6-digit dividends.	20
11.	Uses ladder method to divide by three digit divisor.	
12.	Uses division algorithm to find 2-digit quotients for 3-divisors and 5-digit dividends.	
13.	Uses either method for various size problems.	
14.	CET I.	
	CET II.	21

Circle pages that [illegible] to be done.

SCHOOL CODE

NAME ____________________

NUMBER ____________________ CLASS ____________________

ipi

individually prescribed instruction

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 3

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

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DEVELOPMENTAL EDITION

TO THE STUDENT

Round off the divisor and dividend, and estimate the quotient.

$$37\overline{)\,1{,}691} \quad \rightarrow \quad \overline{)\qquad\quad}$$

In this booklet you will learn how to solve this type of problem.

Answer

$$\begin{array}{r} 400 \\ 40\overline{)\,1600} \end{array}$$

Study the page and supply the correct numerals.

In order to estimate quotients, you must round off divisors and dividends.

$$\begin{array}{r} \text{quotient} \\ \text{divisor}\,\overline{)\,\text{dividend}} \end{array}$$

You round the divisor upward. If the divisor is less than 100, round to the next 10.

21 rounds off to 30

64 → 70

68 → 70

Round off the numbers upward to the next 10.

5 → 10

46 → 50

81 → 90

29 → 30

66 → 70

53 → 60

35 → 40

77 → 80

16 → 20

9 → 10

12 → 20

98 → 100

When rounding off divisors between 100 and 1,000, round upward to the next 100.

235 rounds off to 300

402 → 500

498 → 500

Round these numbers upward to the next 100.

641 → 700

211 → 300

103 → 200

562 → 600

493 → 500

842 → 900

961 → 1,000

755 → 800

321 → 400

684 → 700

196 → 200

579 → 600

In $461\overline{)\,1{,}243}$ you round off the divisor upward because if 500 will divide into 1,243, then certainly 461 will.

Practice rounding off these numbers upward.

46 → 50

243 → 300

72 → 80

464 → 500

93 → 100

276 → 300

31 → 40

706 → 800

556 → 600

385 → 400

52 → 60

860 → 900

350 → 400

28 → 30

423 → 500

902 → 1,000

For extra practice, do Page 16.

Study the page and supply the correct numerals. You have learned that in order to estimate quotients you round off the divisor upward. The next thing to do is to round off the dividend downward.

divisor	dividend
↓	↓
upward	downward

If the dividend is less than 100, round off downward to the next 10.

43 rounds off to 40

89 → 80

18 → 10

Round off downward to the next 10.

57 → 50

19 → 10

81 → 80

95 → 90

27 → 20

23 → 20

42 → 40

76 → 70

66 → 60

38 → 30

88 → 80

32 → 30

25 → 20

12 → 10

When rounding off dividends between 100 and 1,000, round downward to the next 100.

295 rounds off to 200
201 → 200
861 → 800
129 → 100

Round off downward to the next 100.

287 → 200
423 → 400
693 → 600
754 → 700
836 → 800
509 → 500

911 → 900
996 → 900
882 → 800
837 → 800
612 → 600

781 → 700
606 → 600
942 → 900
228 → 200
394 → 300

When rounding off dividends between 1000 and 2000, round downward to next 100.

1,764 → 1,700

1,399 → 1,300

1,906 → 1,900

Round off downward to the next 100.

1,243 → 1,200

1,705 → 1,700

1,798 → 1,700

1,363 → 1,300

1,421 → 1,400

1,490 → 1,400

1,537 → 1,500

1,851 → 1,800

1,822 → 1,800

1,628 → 1,600

1,828 → 1,800

1,980 → 1,900

In $461\overline{)1,246}$ you round off the dividend downward because if 461 will divide into 1,246, it will certainly divide into 1,200.

Practice rounding off downward these numbers which could be used as dividends.

89 → 80

317 → 300

1,263 → 1200

465 → 400

1,382 → 1,300

15 → 10

833 → 800

1,460 → 1,400

77 → 70

309 → 300

1,540 → 1,500

53 → 50

744 → 700

1,926 → 1,900

14 → 10

131 → 100

1,887 → 1,8

64 → 60

921 → 900

1,738 → 1,700

For extra practice, do Page 17.

Circle the correct rounded off divisors or dividends shown.

$n\overline{)\,231}$
300
[✓ 200]
230

$76\overline{)\,n}$
[✓ 80]
70
75

$n\overline{)\,407}$
450
[✓ 400]
500

$431\overline{)\,n}$
400
[✓ 500]
430

$n\overline{)\,861}$
[✓ 800]
860
900

$85\overline{)\,n}$
80
100
[✓ 90]

$62\overline{)\,n}$
60
[✓ 70]
65

$n\overline{)\,1,246}$
1,240
[✓ 1,200]
1,300

$n\overline{)\,656}$
[✓ 600]
650
700

$n\overline{)\,436}$
[✓ 400]
430
500

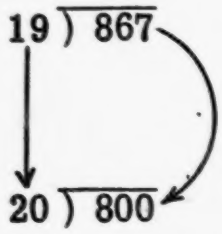
$292\overline{)\,n}$
290
200
[✓ 300]

$13\overline{)\,n}$
10
[✓ 20]
15

Look at this division problem.

$$\begin{array}{r|r l}
19\,\overline{)\,867} & & \\
\underline{570} & \underline{30} & \\
317 & & \\
\underline{190} & \underline{10} & \\
127 & & \\
\underline{95} & \underline{5} & \\
32 & & \\
\underline{19} & \underline{1} & \\
13 & 46 & \text{R } 13
\end{array}$$

It is fairly long and tedious. Sometimes we want only an approximate answer and we need it quickly. In such a case we estimate.



The divisor rounds off u[illegible].

The dividend rounds off d[illegible].

The estimated quotient is 40.

Round off the divisors and dividends and estimate the quotients.

$17\,\overline{)\,65}$ $27\,\overline{)\,67}$ $18\,\overline{)\,81}$ $25\,\overline{)\,93}$

rounds to

$20\,\overline{)\,60}^{\,3}$ $30\,\overline{)\,60}^{\,2}$ $20\,\overline{)\,80}^{\,4}$ $30\,\overline{)\,90}^{\,3}$

Round off divisors and dividends and estimate quotients.

Here are two examples.

$37\overline{)893}$ → $\begin{array}{r}20\\40\overline{)800}\end{array}$ $19\overline{)731}$ → $\begin{array}{r}35\\20\overline{)700}\end{array}$

$51\overline{)648}$ → $\begin{array}{r}10\\60\overline{)600}\end{array}$ $32\overline{)484}$ → $\begin{array}{r}10\\40\overline{)400}\end{array}$

$31\overline{)462}$ → $\begin{array}{r}10\\40\overline{)400}\end{array}$ $32\overline{)861}$ → $\begin{array}{r}20\\40\overline{)800}\end{array}$

$46\overline{)676}$ → $\begin{array}{r}12\\50\overline{)600}\end{array}$ $13\overline{)528}$ → $\begin{array}{r}25\\20\overline{)500}\end{array}$

$23\overline{)921}$ → $\begin{array}{r}30\\30\overline{)900}\end{array}$ $18\overline{)535}$ → 25 20) [illegible]

$18\overline{)285}$ → $\begin{array}{r}10\\20\overline{)200}\end{array}$ $21\overline{)275}$ → $\begin{array}{r}6\text{ R }20\\30\overline{)200}\end{array}$

Round off divisors and dividends and estimate quotients.

$121\overline{)435}$ → $200\overline{)400}^{\,2}$ $225\overline{)950}$ → $300\overline{)900}^{\,3}$

$255\overline{)391}$ → $300\overline{)300}^{\,1}$ $321\overline{)863}$ → $400\overline{)800}^{\,2}$

$361\overline{)828}$ → $400\overline{)800}^{\,2}$ $136\overline{)429}$ → $200\overline{)[illegible]}^{\,2}$

$175\overline{)631}$ → $200\overline{)600}^{\,3}$ $206\overline{)949}$ → $300\overline{)[illegible]}^{\,2}$

$105\overline{)823}$ → $200\overline{)800}^{\,4}$ $542\overline{)688}$ → $600\overline{)600}^{\,1}$

For extra practice, [illegible] Page 18.

Round off divisors and dividends and estimate quotients.

$36\overline{)1,265}$ → $\begin{array}{r}30\\40\overline{)1,200}\end{array}$

$139\overline{)1,264}$ → $\begin{array}{r}6\\200\overline{)1,200}\end{array}$

$76\overline{)1,649}$ → $\begin{array}{r}2\\80\overline{)1,600}\end{array}$

$143\overline{)1,485}$ → $\begin{array}{r}7\\200\overline{)1,400}\end{array}$

$19\overline{)1,020}$ → $\begin{array}{r}50\\20\overline{)1,000}\end{array}$

$323\overline{)1,606}$ → $\begin{array}{r}4\\400\overline{)1,600}\end{array}$

$29\overline{)1,573}$ → $\begin{array}{r}50\\30\overline{)1,500}\end{array}$

$271\overline{)1,545}$ → $\begin{array}{r}5\\300\overline{)1,500}\end{array}$

$42\overline{)1,523}$ → $\begin{array}{r}30\\50\overline{)1,500}\end{array}$

$207\overline{)1,838}$ → $\begin{array}{r}6\\300\overline{)1,800}\end{array}$

Look at this problem.

$36\overline{)721}$ → $40\overline{)700}$ $17\frac{20}{40} = 17\frac{1}{2}$

40
300
280
20

There is a remainder of 20. One way to handle it is to put the remainder over the divisor $(\frac{20}{40})$ and reduce it $(\frac{1}{2})$. This is the fractional form of the remainder.

Estimate the quotients and write the remainders in fractional form.

$32\overline{)346}$ $35\overline{)966}$ $53\overline{)525}$

$7\frac{1}{2}$
$40\overline{)300}$
280
20

$22\frac{1}{2}$
$40\overline{)900}$
80
100
80
20

$8\frac{1}{3}$
$60\overline{)500}$
480
20

For extra practice, see Page 19.

Round off the divisors and dividends and estimate quotients. Where there are remainders, write them in fractional form.

$138\overline{)1,544}$

$$\begin{array}{r} 7\frac{1}{2} \\ 200\overline{)1,500} \\ 1400 \\ \hline 100 \end{array}$$

$76\overline{)835}$

$$\begin{array}{r} 10 \\ 80\overline{)800} \end{array}$$

$34\overline{)1,507}$

$$\begin{array}{r} 37\frac{1}{2} \\ 40\overline{)1,500} \\ 120 \\ \hline 300 \\ 280 \\ \hline 20 \end{array}$$

$245\overline{)1,967}$

$$\begin{array}{r} 6\frac{1}{3} \\ 300\overline{)1,900} \\ 1800 \\ \hline 100 \end{array}$$

$58\overline{)1,242}$

$$\begin{array}{r} 20 \\ 60\overline{)1,200} \end{array}$$

$41\overline{)1,076}$

$$\begin{array}{r} 20 \\ 50\overline{)1,000} \end{array}$$

CET I

First solve each division problem, then estimate and divide to check your work.

CIRCLE CORRECT BOX	TL. PTS.	
	8	100%
	NO. OF PTS.	%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

$58\overline{)1{,}508}$ estimate

$22\overline{)1{,}672}$ estimate

$47\overline{)1{,}175}$ estimate

$54\overline{)1{,}782}$ estimate

Divide. Write the remainders using an R.

CIRCLE CORRECT BOX	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

$61\overline{)7{,}284}$

$326\overline{)8{,}493}$

$38\overline{)5{,}176}$

You round off divisors upward.

Divisors less than 100 round up the next 10. 34 → 40

Divisors between 100 and 1,000 round up the next 100. 325 → 400

Round off upward.

41 → 50

207 → 300

95 → 100

476 → 500

29 → 30

312 → 400

77 → 80

549 → 600

82 → 90

760 → 800

59 → 60

838 → 900

27 → 30

645 → 700

61 → 70

707 → 800

43 → 50

964 → 1000

You round off dividends downward.

Dividends less than 100 round down to the next 10. 87 → 80

Dividends between 100 and 2000 round down to the next 100. 467 → 400

1467 → 1400.

Round off downward.

75 → 70

432 → 400

1,392 → 1300.

81 → 80

640 → 600

1,207 → 1,200

65 → 60

291 → 200

1,168 → 1,100

83 → 80

702 → 700

1,729 → 1,700

35 → 30

699 → 600

1,804 → 1,800

17 → 10

232 → 200

1,925 → 1,900

Round off and estimate.

$65\overline{)732}$

$\begin{array}{r} 10 \\ 70\overline{)700} \end{array}$

$37\overline{)829}$

$\begin{array}{r} 20 \\ 40\overline{)800} \end{array}$

$31\overline{)628}$

$\begin{array}{r} 15 \\ 40\overline{)600} \end{array}$

$25\overline{)912}$

$\begin{array}{r} 30 \\ 30\overline{)900} \end{array}$

$127\overline{)438}$

$\begin{array}{r} 2 \\ 200\overline{)400} \end{array}$

$502\overline{)698}$

$\begin{array}{r} 1 \\ 600\overline{)600} \end{array}$

$173\overline{)804}$

$\begin{array}{r} 4 \\ 200\overline{)800} \end{array}$

$93\overline{)726}$

$\begin{array}{r} 7 \\ 100\overline{)700} \end{array}$

Estimate quotients and write remainders in fractional form.

26) 747

$23\frac{1}{3}$
30) 700
60
100
90
10

$\frac{10}{30} = \frac{1}{3}$

22) 549

$16\frac{2}{3}$
30) 500
30
200
180
20

56) 773

$11\frac{2}{3}$
60) 700
60
100
60
40

75) 731

$8\frac{3}{4}$
80) 700
640
60

33) 507

$12\frac{1}{2}$
40) 500
40
100
80
20

63) 649

$8\frac{4}{7}$
70) 600
560
40

68) 345

$4\frac{2}{7}$
70) 300
280
20

37) 786

$17\frac{1}{2}$
40) 700
40
300
280
20

CET II

First solve each division problem, then estimate and divide to check your work.

CIRCLE CORRECT BOX	TL. PTS.	
	8	100%
	NO. OF PTS.	%
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

estimate **estimate**

$16 \overline{)\,864}$ $51 \overline{)\,1{,}887}$

estimate **estimate**

$305 \overline{)\,1{,}830}$ $62 \overline{)\,1{,}488}$

Divide. Write the remainder using an R.

CIRCLE CORRECT BOX	TL. PTS.	
	3	100%
	NO. OF PTS.	%
	2	67
	1	33

$62 \overline{)\,7{,}381}$ $432 \overline{)\,6{,}832}$ $25 \overline{)\,4{,}723}$

LEVEL F, DIVISION, SKILL 3

OBJECTIVE: Rounds numbers in order to estimate quotients. Dividends to 2,000.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Rounds off upward divisors less than 100.	
2.	Rounds off upward divisors between 100 and 1,000.	
3.	Rounds off upward divisors to 1,000.	16
4.	Rounds off downward dividends less than 100.	
5.	Rounds off downward dividends between 100 and 1,000.	
6.	Rounds off downward dividends between 1,000 and 2,000.	
7.	Rounds off downward dividends to 2,000.	17
8.	Choses correct rounded off numerals for divisors and dividends.	
9.	Rounds off 2-digit divisors and 2-digit dividends and estimates quotients; no remainders.	
10.	Estimates quotients for 2-digit divisors and 3-digit dividends; no remainders.	
11.	Estimates quotients for 3-digit divisors and 3-digit dividends; no remainders.	18
12.	Estimates quotients for 3-digit divisors and 4-digit dividends; no remainders.	
13.	Estimates quotients for 2-digit divisors and 3-digit dividends with remainders.	19
14.	Estimates quotients with remainders and without remainders.	
15.	CET I.	20
	CET II.	

Circle pages that are to be done.

Standard Teaching Sequence, Con't.

1967 - 68

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 Elementary Mathematics - 6		120

SCHOOL CODE

NAME ______________________________

NUMBER ____________________ **CLASS** ____________________

ipi

individually prescribed instruction

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 4

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

You know the ladder method of division.

In this booklet, you will learn the division algorithm.

Complete using ladder method.

$45\overline{)2790}$

Complete using division algorithm.

$45\overline{)2790}$

Answers

```
      62
 45)2790
    2700 60
    -------
      90
      90  2
    -------
       0 62

      62
 45)2790
    270
    ----
      90
      90
      --
       0
```

Study and answer the questions.

```
         37
   42) 1554 |
       1260 | 30
        294 |
        294 |  7
          0 | 37
```

Do this problem by the ladder method.

Now do the same problem another way. Put the quotient above the dividend.

```
       30
   42)1554
```

You next estimate that there are 3 tens (or 30 ones) in 1554. So, put the 3 tens above the tens digit of the dividend. You haven't estimated the ones yet, so imagine a zero in the ones column.

```
       30
   42)1554
      126
```

Now multiply 30 by 42 to get 1260 Subtract as you would in the ladder method.

```
       37
   42)1554
      1260
       294
```

How many totals of 42 are there in 294? Over which column of the dividend goes the 7? ones

```
       37
   42)1554
      1260
       294
       294
```

Now 7 × 42 equals 294 and since there is no remainder, the problem is complete. the 37 is your quotient and answer.

Bear in mind that you used the 0 only until you found out how many ones there were.

Solve these problems putting the quotient above the dividend.

This is an example. $13\overline{)299}$

$$\begin{array}{r} 20 \\ 13\overline{)299} \end{array} \rightarrow \begin{array}{r} 20 \\ 13\overline{)299} \\ \underline{260} \end{array} \rightarrow \begin{array}{r} 20 \\ 13\overline{)299} \\ \underline{260} \\ 39 \end{array} \rightarrow \begin{array}{r} 23 \\ 13\overline{)299} \\ \underline{260} \\ 39 \\ \underline{39} \end{array}$$

Use a dotted zero to remind you when there is an imagined zero in the ones column.

$$\begin{array}{r} 40 \\ 22\overline{)990} \end{array} \rightarrow \begin{array}{r} 40 \\ 22\overline{)990} \\ 880 \end{array} \rightarrow \begin{array}{r} 40 \\ 22\overline{)990} \\ \underline{880} \\ 110 \end{array} \rightarrow \begin{array}{r} 45 \\ 22\overline{)990} \\ \underline{880} \\ 110 \\ \underline{110} \end{array}$$

$$\begin{array}{r} 50 \\ 52\overline{)2756} \end{array} \rightarrow \begin{array}{r} 50 \\ 52\overline{)2756} \\ \underline{2600} \end{array} \rightarrow \begin{array}{r} 50 \\ 52\overline{)2756} \\ \underline{2600} \\ 156 \end{array} \rightarrow \begin{array}{r} 53 \\ 52\overline{)2756} \\ \underline{2600} \\ 156 \\ \underline{156} \end{array}$$

Solve these problems. Erase the dotted zero when you are ready to complete the quotient.

$$\begin{array}{r} 57 \\ 12\overline{)684} \\ \underline{600} \\ 84 \\ \underline{84} \end{array} \qquad \begin{array}{r} 74 \\ 24\overline{)1776} \\ \underline{1680} \\ 96 \\ \underline{96} \end{array} \qquad \begin{array}{r} 22 \\ 81\overline{)1782} \\ \underline{1620} \\ 162 \\ \underline{162} \end{array}$$

Read and answer the questions. Fill in the blanks.

art by putting the quotient above the dividend.

$$\begin{array}{r} 9 \\ 18\overline{)1656} \end{array}$$

What is your first estimated quotient? 90. Place the tens digit of 90 over the tens digit of the dividend. Imagine a zero in the ones column but do not write it.

$$\begin{array}{r} 9 \\ 18\overline{)1656} \\ 162 \end{array}$$

9 tens × 18 ones = 162 tens under the dividend. Leave the ones column blank – you are imagining a zero there.

$$\begin{array}{r} 9 \\ 18\overline{)1656} \\ \underline{162} \\ 36 \end{array}$$

Subtract 162 tens from the dividend. Subtract the imaginary zero from 6 ones in the dividend. This is called "bringing down" the 6 ones.

$$\begin{array}{r} 92 \\ 18\overline{)1656} \\ \underline{162} \\ 36 \\ \underline{36} \end{array}$$

36 ÷ 18 = 2 ones. Complete the quotient by putting 2 in the ones column.

You have solved this problem using the division algorithm.

For extra practice, do Page 12.

Divide using the division algorithm. Fill in the blanks.

697 R 16
81)56473
486
787
729
583
567
16

Estimate how many totals of 81 are in 564 hundreds. Over which column will you put this quotient? ________.

Multiply the 6 hundreds by the divisor and subtract from 564.

Bring down the ____ tens and divide. In which column will you put this quotient? ____ Subtract from 787.

Bring down the ____ ones and divide placing the answer above the ones digit of the dividend. Subtract from 583.

Place your remainder on the same line as the quotient, putting an "R" in front of it to indicate that it is a remainder.

For extra practice, do Page 13 and 14.

Read the explanation and answer the questions.

There are five essential steps in the division algorithm taken in this sequence. The five steps are repeated as often as necessary.

Estimate digit by digit.

Divide if you can.

Multiply digit by digit.

Subtract each partial product.

Bring down what's left.

Example A

$$\begin{array}{rl} 51 & \text{R } 9 \\ 18\overline{)927} & \\ \underline{90} & \\ 27 & \\ \underline{18} & \\ 9 & \end{array}$$

Example B

$$\begin{array}{rl} 130 & \text{R } 59 \\ 64\overline{)8379} & \\ \underline{64} & \\ 197 & \\ \underline{192} & \\ 59 & \\ \underline{0} & \\ 59 & \end{array}$$

Fill in the blanks.

How many times do you estimate and divide in A? 2. In B? 3. How many times do you bring down in A? 1. In B? 2. How many times do you multiply in B? 3.

Answer the questions.

$$\begin{array}{r} 58\,R\,65 \\ 80\overline{)4705} \\ \underline{400} \\ 705 \\ \underline{640} \\ 65 \end{array}$$

Can you divide 80 into 47? ____.

Can you divide 80 into 470? [illegible]. How many times?
5.

What is the place value of the 4 in the 400 in the second line? [illegible].

What do you do after you subtract 400 from 470?
bring down the 5.

What do you do with the remainder? [illegible]
as part of the quotient

Divide using the division algorithm.

```
    16
24)384
  -24↓
   144
   144
  -  -
     0
```

```
[illegible]
40)586
```

```
[illegible]
54)1263
```

```
[illegible]
73)6497
```

```
[illegible]
38)4619
```

```
[illegible]
62)7846
```

Find the quotients using the division algorithm.

96 R 22
$62\overline{)5974}$
558
394
372
22

255 R 15
$25\overline{)6390}$
50
139
125
140
125
15

188 R2
$38\overline{)7146}$
38
334
304
306
304
2

94
$92\overline{)8648}$
828
368
368
0

101
$87\overline{)8787}$
87
087
87
0

124 R47
$64\overline{)7983}$
64
158
128
303
256
47

With three-digit divisors, use the same method as with two-digit divisors, namely, estimate, divide, multiply, subtract, bring down.

```
        432 R178
451)195010
     1804   ← estimate, divide
     1461   ← multiply
     1353   ← subtract
      1080  ← bring down
       902
       178
```

Find the quotients.

```
        301 R2
989)297691
    2967
       991
       989
         2
```

```
        7 R18
834)5856
    5838
      18
```

```
       43 R256
728)31560
    2912
     2440
     2184
      256
```

Solve these problems.

1547 R 286
386)597428
386
2114
1930
1842
1544
2988
2702
286

422 R 75
143)60421
572
322
286
361
286
75

173 R 101
421)72934
421
3083
2947
1364
1263
101

50 R 342
847)42692
4235
342
0
342

106 R 516
697)74398
697
4698
4182
516

152 R 3
228)34659
228
1185
1140
459
456
3

CET I

CIRCLE CORRECT BO

TL. PTS.	
4	100%
NO. OF PTS.	%
3	75
2	50
1	25

Divide. Write the remainder using an R.

$621\overline{)7258}$ $34\overline{)8216}$

$478\overline{)4821}$ $63\overline{)9217}$

Circle the correct answer.

$\frac{25}{5}$ is equal to 25 3 5 25 × 5

27 ÷ 9 is equal to $\frac{27}{9}$ 27 × 9 4

42 ÷ 6 is equal to 8 $\frac{6}{42}$ $\frac{42}{6}$

CIRCLE CORRECT BOX

TL. PTS.	
3	100%
NO. OF PTS.	%
2	67
1	33

Read the text and compare the two methods.

Ladder method

Step 1

```
      3
42)1554|
   1260| 30
   ----|---
    290|
       |
```

Step 2

```
     37
42)1554|
   1260| 30
   ----|---
    294|
    294|  7
   ----|---
      0| 37
```

Division algorithm

Step 1

```
      3
42)1554
   126
   ---
    29
```

Put the tens digit (3) of quotient above the tens digit of the dividend. Do not write zero to leave space for units digit. Subtract the thousands product from the thousands in the dividend.

Step 2

```
     37
42)1554
   126↓
   ----
    294
    294
   ----
      0
```

After you subtract 126 from 155, bring down the 4 ones and divide 42 into 294. Place the ones digit of the quotient above the ones digit of the dividend. Subtract 294 from 294. You have completed the division algorithm.

Read the text and solve the problem.

```
24)58642

        32
        10
```

- Divide 24 into 58. Place your answer above the 8. Multiply and subtract.
- Bring down the 6. Divide by 24. Multiply and subtract.
- Bring down the 4. Divide by 24. Multiply and subtract.
- Bring down the 2. Divide by 24. Multiply and subtract.
- Place the remainder next to the quotient.

Study this division problem, done by three methods.

Ladder method

```
      662
  22)14578 |
     13200 |  600
     ----- |
      1378 |
      1320 |   60
      ---- |
        58 |
        44 |    2
        -- |----
        14 |  662
```

→

Intermediate step

```
       662
  22)14578
     13200
     -----
      1378
      1320
      ----
        58
        44
        --
        14
```

→

Complete algorithm

```
      662 R 14
  22)14578
     132
     ---
      137
      132
      ---
        58
        44
        --
        14
```

Notice that the intermediate step is simpler than the ladder method, but not as simple as algorithm division.

Review these examples to help you.

Ladder method	Intermediate step	Complete algorithm
$\begin{array}{r\|r} 22\overline{)14578} & \\ 13200 & 600 \\ \hline 1378 & \\ 1320 & 60 \\ \hline 58 & \\ 44 & 2 \\ \hline 14 & 662 \end{array}$	→ $\begin{array}{r} 662 \\ 22\overline{)14578} \\ 13200 \\ \hline 1378 \\ 1320 \\ \hline 58 \\ 44 \\ \hline 14 \end{array}$ →	$\begin{array}{r} 662\ \text{R}14 \\ 22\overline{)14578} \\ 132 \\ \hline 137 \\ 132 \\ \hline 58 \\ 44 \\ \hline 14 \end{array}$

Solve these problems using the complete algorithm.

$$\begin{array}{r} 66\ \text{R}5 \\ 22\overline{)1457} \\ 132 \\ \hline 137 \\ 132 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 157\ \text{R}14 \\ 43\overline{)6765} \\ 43 \\ \hline 241 \\ 215 \\ \hline 315 \\ 301 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 229811\ \text{R}1 \\ 2\overline{)459623} \\ 4 \\ \hline 05 \\ 4 \\ \hline 19 \\ 18 \\ \hline 16 \\ 16 \\ \hline 02 \\ 2 \\ \hline 03 \\ 2 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 5\overline{)90} \\ - \\ 0 \\ \hline 04 \\ 00 \\ \hline 45 \\ 45 \\ \hline \end{array}$$

$$\begin{array}{r} 81\ \text{R}32 \\ 60\overline{)4892} \\ 480 \\ \hline 92 \\ 60 \\ \hline 32 \end{array}$$

CET II

Divide. Write the remainder using an R.

34[illegible])[illegible]   26)7937

521)9024   89)6137

CIRCLE CORRECT BOX

TL. PTS.	
4	100%
NO. OF PTS.	%
3	75
2	50
1	25

Circle the correct answer.

$\frac{35}{3}$ is equal to 35×3 $35 \div 5$ $11\frac{2}{3}$

$45 \div 9$ is equal to   4 $\frac{45}{9}$ 45×9

$24 \div 4$ is equal to $\frac{4}{24}$ 8 $\frac{24}{4}$

CIRCLE CORRECT BOX

TL. PTS.	
3	100%
NO. OF PTS.	%
2	67
1	33

Page 16

F-Div-4

Standard Teaching Sequence, Cont'd.

1967 - 68

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 *Elementary Mathematics* - 5	137, 218, 219	144, 149, 215, 216, 221
Harcourt, Brace & World, 1966 *Elementary Mathematics* - 6	126, 127	54, 123, 334 (sets 26 & 28) 33[illegible] (set 29)

OBJECTIVE: [illegible] division algorithm with two- or three-place divisors, [illegible] with "R" notation. Dividends to 10,000.

STANDARD TEACHING SEQUENCE

Step		Supplementary Material
1.	Explanation [illegible] to the complete division algorithm.	
2.	Examples of [illegible]ation and solves problems.	
3.	Step by step use of algorithm.	12
4.	Studies example of algorithm.	13, 14
5.	Answers questions about algorithm.	
6.	Answers more questions.	
7.	Divides with two-digit divisor.	
8.	Divides with two-digit divisor.	
9.	Divides with three-digit divisor.	
10.	Divides with three-digit divisor.	
11.	CET I.	
	CET II.	15

[illegible] to be done.

SCHOOL CODE

NAME ____________________

NUMBER ______________ CLASS ______________

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MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 5

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

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DEVELOPMENTAL EDITION

TO THE STUDENT

Divide this. $5\overline{)25}$

Can you do this?

Circle all correct answers.

$\frac{25}{5}$ is equal to:

$25 \times 5,\ 25 \div 5,\ 3,\ 5$

In this booklet you will learn another way of writing a division problem.

You will be solving division problems written as fractions.

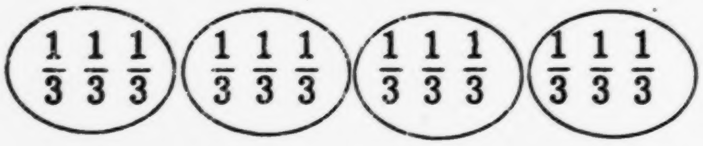
Answers

$\begin{array}{r} 5 \\ 5\overline{)25} \end{array}$
$25 \div 5,\ 5$

Read the explanation and fill in the blanks.

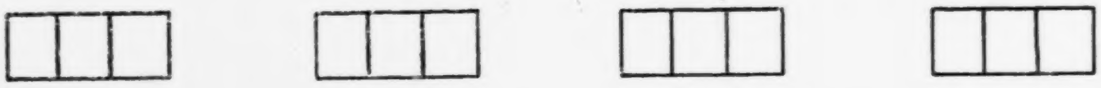
$\frac{12}{3}$ is a fractional number. It means the same thing as 12 ÷ 3.

$\frac{12}{3}$ means 12 thirds. Here are 12 thirds.


$\frac{1}{3}$ $\frac{1}{3}$ $\frac{1}{3}$
$\frac{1}{3}$ $\frac{1}{3}$ $\frac{1}{3}$
$\frac{1}{3}$ $\frac{1}{3}$ $\frac{1}{3}$
$\frac{1}{3}$ $\frac{1}{3}$ $\frac{1}{3}$

How many wholes are there? 4

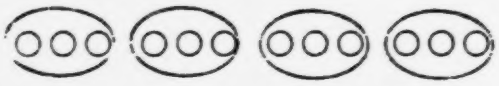
$\frac{12}{3}$ looks like this:



There are 12 units which are separated into groups of 3 units each.

Each unit is one-third or $\frac{1}{3}$ of a whole. How many wholes are there? 4

$\frac{12}{3}$ means that 12 is divided by 3.

Here are one dozen eggs. 

Divide the 12 eggs by 3 by drawing a ring around each group of 3.

How many groups of 3 are there? 4

12 ÷ 3 = 4 $\frac{12}{3}$ = 4.

So you see that 12 ÷ 3 is another name for $\frac{12}{3}$.

Fill in the blanks and answer the questions.

$\frac{15}{3}$ is a fractional number. It means the same as 15 ÷ 3.

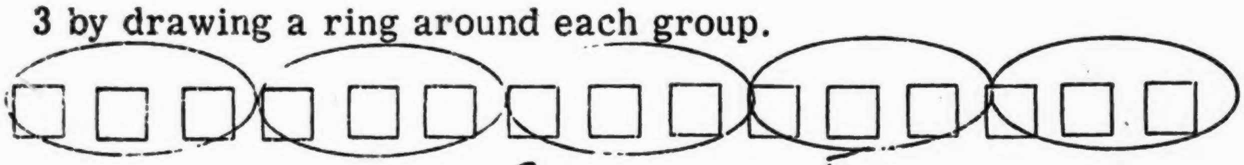
Both $\frac{15}{3}$ and 15 ÷ 3 mean 5. Here is a picture of $\frac{15}{3}$

How many thirds are there? 15

How many wholes are there? 5

Here is a picture of 15 units. Separate them into groups of

3 by drawing a ring around each group.



You have divided 15 by 3. 15 ÷ 3 = 5

Now solve the following.

Example. $\frac{15}{3}$ = 15 ÷ 3 = 5

$\frac{12}{4}$ = 12 ÷ 4 = 3

$\frac{48}{12}$ = 48 ÷ 12 = 4

$\frac{24}{3}$ = 24 ÷ 3 = 8

$\frac{24}{2}$ = 24 ÷ 2 = 12

$\frac{24}{6}$ = 24 ÷ 6 = 4

$\frac{24}{4}$ = 24 ÷ 4 = 6.

Fill in the blanks and boxes.

$8 \div 4 = \frac{\boxed{}}{4}$

$\frac{10}{6} = \underline{} \div \underline{}$

$4 \div 2 = \frac{4}{\boxed{2}}$

$6 \div 5 = \frac{\boxed{}}{5}$

$\frac{9}{4} = \underline{} \div \underline{}$

$11 \div 3 = \frac{11}{\boxed{3}}$

$\frac{12}{3} = \underline{} \div \underline{}$

$16 \div 4 = \frac{\boxed{}}{4}$

$\frac{15}{5} = \underline{5} \div \underline{5}$

For extra practice, do Page 12.

Circle the correct answers There may be two correct answers for some problems

$\frac{25}{3}$ is equal to

8
24 × 3
[✓ 25 ÷ 3]

$\frac{27}{9}$ is equal to

9 ÷ 27
[✓ 3]
[✓ 27 ÷ 9]

$\frac{8}{4}$ is equal to

[✓ 8 ÷ 4]
5
[✓ 2]
4

$\frac{15}{3}$ is equal to

3
[✓ 5]
3 ÷ 15
[✓ 15 ÷ 3]

$\frac{20}{5}$ is equal to

5
[✓ 20 ÷ 5]
5 + 15
[✓ 4]

$\frac{18}{6}$ is equal to

6 ÷ 18
6 × 12
[✓ 3]
[✓ 18 ÷ 6]

$\frac{25}{4}$ is equal to

5
20 ÷ 5
[✓ 25 ÷ 4]

Fill in the blanks.

$\frac{8}{3}$ is a fractional number.

$6 \div 2 = 3 = \frac{6}{2}$

$3 \div 4 = \frac{3}{4}$

$\frac{7}{8} = 7 \div 8$

$13 \div 17 = \frac{13}{17}$

$5 \div 9 = \frac{\boxed{5}}{9}$

$1 \div 2 = \frac{1}{2}$

$24 \div 6 = \frac{24}{6} = 4$

$\frac{8}{2} = 8 \div 2 = 4$

$4 = 32 \div 8 = \frac{32}{8}$

$2 \div 3 = \frac{2}{3}$

$4 \div 6 = \frac{4}{6}$

$1 \div 4 = \frac{1}{4}$

$327 \div 3 = \frac{327}{3}$

$32 \div 8 = \frac{32}{8} = 4$

For extra practice, see Page 13.

Draw a circle around all the answers which complete each statement.

$\frac{12}{3}$ is the same as:

[✓ 4]
12 ÷ 4
3
[✓ 12 ÷ 3]

$\frac{15}{3}$ is the same as:

[✓ 15 ÷ 3]
3 ÷ 15
[✓ 5]
15 ÷ 5

$\frac{24}{12}$ is the same as:

12 ÷ 24
12
[✓ 2]
[✓ 24 ÷ 12]

$\frac{7}{3}$ is the same as:

three-sevenths
[✓ seven-thirds]
21
[✓ $2\frac{1}{3}$]

11 ÷ 5 is the same as:

$\frac{5}{11}$
[✓ $\frac{11}{5}$]
[✓ $2\frac{1}{5}$]
[✓ eleven-fifths]

12 ÷ 6 is the same as:

[✓ $\frac{12}{6}$]
[✓ twelve-sixths]
[✓ 2]
$\frac{6}{12}$

Read the explanation and fill in the circles.

One whole number can be represented by several fractional numbers.

$4 = \frac{8}{2} = 8 \div 2$

$4 = \frac{24}{6} = 24 \div 6$

Since $\frac{8}{2} = 4$ and $\frac{24}{6} = 4$,

then $\frac{8}{2} = \frac{24}{6}$

Complete each sentence by writing $>$, $<$, or $=$ in each circle.

$4 \; \textcircled{=} \; \frac{4}{2}$ $\qquad$ $\frac{6}{3} \; \textcircled{<} \; \frac{6}{2}$

$\frac{24}{8} \; \textcircled{<} \; \frac{24}{3}$ $\qquad$ $\frac{12}{3} \; \textcircled{>} \; \frac{12}{4}$

$\frac{56}{8} \; \textcircled{>} \; \frac{54}{9}$ $\qquad$ $\frac{63}{7} \; \textcircled{=} \; \frac{27}{3}$

$\frac{36}{6} \; \textcircled{=} \; \frac{6}{1}$ $\qquad$ $\frac{72}{9} \; \textcircled{<} \; \frac{81}{9}$

Complete each sentence by writing >, <, or = in each circle.

$\frac{16}{8}$ ○ $\frac{8}{4}$

$\frac{12}{6}$ ○ $\frac{12}{4}$

$\frac{32}{8}$ ○ $\frac{32}{4}$

$\frac{24}{6}$ ○ $\frac{24}{8}$

$\frac{64}{8}$ ○ $\frac{63}{9}$

$\frac{63}{9}$ ○ $\frac{21}{3}$

$\frac{36}{12}$ ○ $\frac{3}{1}$

$\frac{72}{9}$ ○ $\frac{90}{9}$

$\frac{12}{3}$ ○ $\frac{12}{6}$

$\frac{100}{10}$ ○ $\frac{50}{10}$

Fill in the blanks.

$6 \div 2 =$ 3 Therefore $\frac{6}{2} =$ 3

$16 \div 8 =$ 2 Therefore $\frac{16}{8} =$ 2

$21 \div 3 =$ 7 Therefore $\frac{21}{3} =$ 7

Find each quotient and fill in the blanks.

$\frac{10}{1} =$ 10

$\frac{72}{8} =$ 9

$\frac{402}{1} =$ 402

$\frac{203}{1} =$ 203

$\frac{36}{12} =$ 3

$\frac{21}{7} =$ 3

$\frac{28}{1} =$ 28

$\frac{48}{8} =$ [illegible]

$\frac{63}{9} =$ 7

$\frac{36}{4} =$ 9

Fill in the blanks.

$10 \div 2 =$ 5 Therefore $\frac{10}{2} =$ 5

$34 \div 17 =$ 2 Therefore $\frac{34}{17} =$ 2

$14 \div 7 =$ 2 Therefore $\frac{14}{7} =$ 2

Find each quotient and fill in the blanks.

$\frac{19}{1} =$ 19

$\frac{327}{1} =$ 327

$\frac{24}{12} =$ 2

$\frac{27}{1} =$ 27

$\frac{81}{9} =$ 9

$\frac{72}{9} =$ 8

$\frac{209}{1} =$ 209

$\frac{21}{3} =$ 7

$\frac{48}{6} =$ 8

$\frac{36}{9} =$ 4

CET I

Circle all of the correct answers in each row.

CIRCLE CORRECT BOX

TL. PTS.	
13	100%
NO. OF PTS.	%
12	92
11	85
10	77
9	69
8	62
7	54
6	46
5	38
4	31
3	23
2	15
1	8

$\frac{32}{4}$ is equal to 8 $2\frac{1}{5}$ 32×4 $32 \div 4$

$\frac{65}{9}$ is equal to $6\frac{3}{9}$ $7\frac{2}{9}$ $65 \div 9$ 65×9

$\frac{40}{8}$ is equal to 4 5 $40 \div 8$ 8^4

$\frac{16}{3}$ is equal to 16^3 $3 \div 16$ $16 \div 3$ $5\frac{1}{3}$

$\frac{6}{7}$ is equal to $6 + 7$ $1\frac{1}{7}$ $6 \div 7$ 6^7

$\frac{48}{5}$ is equal to $9\frac{3}{5}$ $8\frac{1}{5}$ 5×48 $48 \div 5$

$\frac{18}{6}$ is equal to 3 $\frac{1}{3}$ $6 \div 18$ $18 \div 6$

Divide. Write the remainder as a fraction.

CIRCLE CORRECT BOX

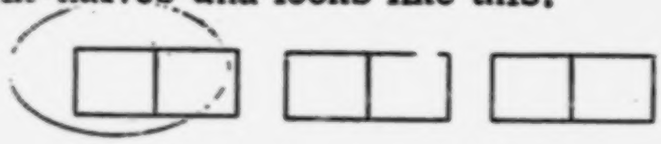
TL. PTS.	
3	100%
NO. OF PTS.	%
2	67
1	33

$7\overline{)29}$ $11\overline{)48}$ $9\overline{)52}$

Read the explanation and fill in the blanks.

$\frac{6}{2}$ is a fractional number. The fraction $\frac{1}{2}$ is called one-half.

$\frac{6}{2}$ is called six-halves and looks like this.



Draw a ring around one whole. How many wholes are there? 3 ____

What is 6 divided by 2? 2 ____

Another way of writing $\frac{6}{2}$ is $6 \div 2$. Six units have been divided into 3 groups of 2.

Fill in the blanks or boxes.

$\frac{7}{3} = \underline{7} \div \underline{3}$

$\frac{5}{2} = \underline{5} \div \underline{2}$

$8 \div 3 = \frac{\boxed{}}{\boxed{}}$

$6 \div 4 = \frac{\boxed{}}{\boxed{}}$

$\frac{24}{3} = \underline{24} \div \underline{3}$

$12 \div 6 = \frac{\boxed{2}}{\boxed{0}}$

Read the explanation and fill in the boxes or blanks.

Another way of writing $6 \div 3$ is $\frac{6}{3}$.

$\frac{6}{3}$ is a fractional number. $\frac{6}{3}$ means that $\underline{6}$ is divided by $\underline{3}$. $\frac{6}{3} = 6 \div 3 = 2$.

Another way to write $5 \div 3$ is $\frac{\boxed{5}}{\boxed{3}}$. $\frac{5}{3}$ means that $\underline{5}$ is divided by $\underline{3}$. $\frac{5}{3} = 1\frac{2}{3}$.

Fill in the blanks or boxes.

$8 \div 4 = \frac{\boxed{8}}{4} = \underline{2}$

$\frac{15}{3} = \underline{15} \div \underline{3} = \underline{5}$

$\frac{12}{3} = \underline{12} \div \underline{3} = \underline{4}$

$8 \div 3 = \frac{\boxed{8}}{\boxed{3}} = \underline{2\frac{2}{3}}$

$\frac{9}{3} = \underline{9} \div \underline{3} = \underline{3}$

CET II

Circle all of the correct answers in each row.

$\frac{25}{3}$ is equal to $8\frac{1}{3}$, $3\frac{1}{8}$, $25 \div 3$, 25×3

$\frac{73}{9}$ is equal to $9\frac{1}{8}$, $8\frac{1}{9}$, 73×9, $73 \div 9$

$\frac{21}{7}$ is equal to 7^{21}, 2, 3, $21 \div 7$

$\frac{13}{4}$ is equal to 13^{4}, $4 \div 13$, $13 \div 4$ $3\frac{1}{4}$

$\frac{8}{9}$ is equal to $8 \div 9$, $1\frac{1}{9}$, 8^{9}, $8 + 9$

$\frac{27}{3}$ is equal to 9, $7\frac{1}{3}$, $27 \div 3$, 27×3

$\frac{18}{9}$ is equal to $\frac{1}{2}$, 2, $9 \div 18$, $18 \div 9$

CIRCLE CORRECT BOX

TL. PTS.	
13	100%
NO. OF PTS.	%
12	92
11	85
10	77
9	69
8	62
7	54
6	46
5	38
4	31
3	23
2	15
1	8

Divide. Write the remainder as a fraction.

$6\overline{)25}$ $7\overline{)55}$ $8\overline{)45}$

CIRCLE CORRECT BOX

TL. PTS.	
3	100%
NO. OF PTS.	%
2	67
1	33

OBJECTIVE: Uses fractional notation as another way of writing a division problem and solves division problems written as fractions, e.g. $\frac{35}{5} = n$.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Explanation of what fractional number is.	
2.	Sees that $\frac{x}{y} = x \div y$.	
3.	Fills in blanks to complete fractional sentences. $6 \div 4 = \frac{\_\_}{4}$.	12
4.	Circles answers in multiple-choice questions.	
5.	Fills in blanks to complete fractional sentences.	13
6.	Circles answers in multiple-choice questions including the quotient of $\frac{x}{y}$.	
7.	Completes sentences by writing >, <, or = in the circle.	
8.	Completes sentences by writing >, <, or = in the circle.	
9.	Fills in blanks: $10 \div 2 = \_\_$ therefore $\frac{10}{2} = \_\_$.	
10.	Fills in blanks: $10 \div 2 = \_\_$ therefore $\frac{10}{2} = \_\_$.	
11.	CET I.	
	CET II.	14

Circle pages that a.. to be done.

Standard Teaching Sequence, Con t.

1967 - 68

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 Elementary Mathematics - 5	130	
Harcourt, Brace & World, 1966 Elementary Mathematics - 6	159	

SCHOOL CODE ☐

NAME ______________________________

NUMBER ______________ **CLASS** ______________

ipi

individually prescribed instruction

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL **F**

DIVISION (06)

SKILL **6**

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipsen, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Do this problem.

$$8\overline{)\,83}$$

What is your remainder? ____

How can you make the remainder part of the quotient, in fractional form? ____

In this booklet you will learn to express remainders in fractional form for division problems with remainders.

Can you do this?

$$\frac{56}{9} = 6 + \_\_\_\_ = \_\_\_\_$$

Answers

10 R3

3

$\frac{3}{8}$

$\frac{2}{9}$ $6\frac{2}{9}$

Complete these division problems.

2 sets of 3 and a remainder of 1.

XXX
XXX = $\begin{array}{r} 2 \text{ R } 1 \\ 3\overline{)\,7} \end{array}$
X

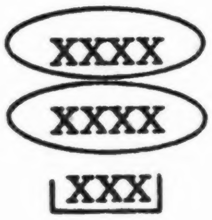
4 sets of 3 and a remainder of 1.

XXX
XXX
XXX = $\begin{array}{r} 4 \text{ R } 1 \\ 3\overline{)\,13} \end{array}$
XXX
X

2 sets of 5 and a remainder of 4

XXXXX
XXXXX = $\begin{array}{r} 2 \text{ R } 4 \\ 5\overline{)\,14} \end{array}$
XXXX

Use fractions to express remainders.



$$\begin{array}{r} 2\ \text{R}3 \\ 4\overline{)\,11} \\ \underline{8} \\ 3 \end{array}$$

11 contains 2 sets of 4, with 3 remaining.

The remainding 3 is $\frac{3}{4}$ of a set of 4.

We can write the quotient in 2 forms:

2 R3 or $2\frac{3}{4}$

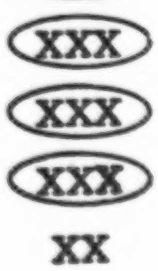
2 R3 is called the remainder form.

$2\frac{3}{4}$ is called the fractional form.

Solve:

First write the quotient in the remainder form.

$$\begin{array}{r} 4\ \text{R}2 \\ 3\overline{)\,14} \\ \underline{12} \\ 2 \end{array}$$



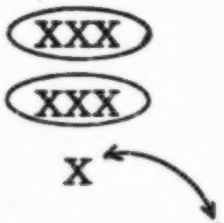
14 is 4 sets of 3

and $\frac{2}{3}$ (what fraction) of a set of 3.

Write the quotient in the fractional form: $4\frac{2}{3}$

Complete the division problems by filling in the blanks.

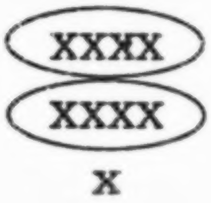
2 sets of 3 and $\frac{1}{3}$ of a set left over.



$= \quad \begin{array}{r} 2\ \text{R}\ 1 \\ 3\overline{)\,7\quad} \end{array}$

(2 sets of 3) + ($\frac{1}{3}$ of a set of 3) = $2\frac{1}{3}$ sets of 3.

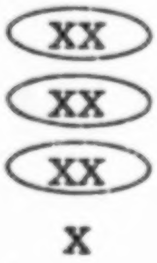
2 sets of 4 and $\frac{1}{4}$ of a set left over.



$= \quad \begin{array}{r} 2\quad \text{R} \\ 4\overline{)\,9\quad} \\ \underline{8}\quad \\ 1\quad \end{array}$

(2 sets of 4) + (____ of a set of 4) = ____ sets of 4.

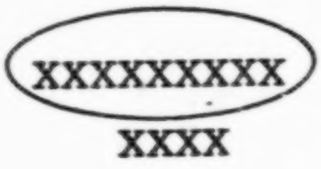
3 sets of 2 and $\frac{1}{2}$ of a set left over.



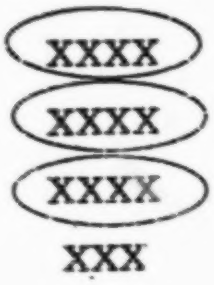
$= \quad \begin{array}{r} 3\quad \text{R} \\ 2\overline{)\,7\quad} \\ \underline{6}\quad \\ 1\quad \end{array}$

(sets of 2) + (____ of a set of 2) = ____ sets of 2

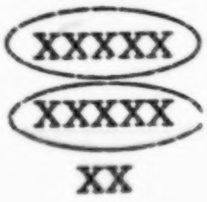
Complete the division problems by filling in the blanks. Express remainders in fractional form.


XXXXXXXXX
XXXX

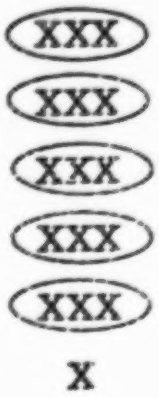
$= \begin{array}{r} 1\text{ R}4 \\ 9\overline{)\,13} \\ \underline{9} \\ 4 \end{array} = 1 + \frac{4}{9} = 1\frac{4}{9}$


XXXX
XXXX
XXXX
XXX

$= \begin{array}{r} 3\text{ R}3 \\ 4\overline{)\,15} \\ \underline{12} \\ 3 \end{array} = 3 + \frac{3}{4} = 3\frac{3}{4}$


XXXXX
XXXXX
XX

$= \begin{array}{r} 2\text{ R}2 \\ 5\overline{)\,12} \end{array} = 2 + \frac{2}{5} = 2\frac{2}{5}$


XXX
XXX
XXX
XXX
XXX
X

$= \begin{array}{r} 5\text{ R}1 \\ 3\overline{)\,16} \end{array} = 5 + \frac{1}{3} = 5\frac{1}{3}$

Complete the division problems by filling in the blanks.

$$\begin{array}{r} 6 \text{ R}1 \\ 6\,\overline{)\,37} \end{array} = 6 + \frac{1}{6} = 6\frac{1}{6}$$

$$\begin{array}{r} 5 \text{ R}3 \\ 5\,\overline{)\,28} \end{array} = 5 + \frac{3}{5} = 5\frac{3}{5}$$

$$\begin{array}{r} 5 \text{ R}1 \\ 7\,\overline{)\,36} \end{array} = 5 + \frac{1}{7} = 5\frac{1}{7}$$

$$\begin{array}{r} 4 \text{ R}3 \\ 8\,\overline{)\,35} \end{array} = 4 + \frac{3}{8} = 4\frac{3}{8}$$

$$\begin{array}{r} 4 \text{ R}4 \\ 9\,\overline{)\,40} \end{array} = 4 + \frac{4}{9} = 4\frac{4}{9}$$

$$\begin{array}{r} 8 \text{ R}4 \\ 7\,\overline{)\,60} \end{array} = 8 + \frac{4}{7} = 8\frac{4}{7}$$

(1 pt. each)

For extra practice, do Page 14.

Fill in the missing answers.

$\overset{4\text{ R}1}{10\overline{)\,41}}$ = $\frac{4}{1}$ + $\frac{1}{10}$ = $4\frac{1}{10}$

$\overset{1\text{ R }4}{11\overline{)\,15}}$ = 1 + $\frac{4}{11}$ = $1\frac{4}{11}$

$\overset{3\text{ R }3}{11\overline{)\,36}}$ = 3 + $\frac{3}{11}$ = $3\frac{3}{11}$

$\overset{4\text{ R }9}{10\overline{)\,49}}$ = 4 + $\frac{9}{10}$ = $4\frac{9}{10}$

$\overset{4\text{ R }5}{12\overline{)\,53}}$ = 4 + $\frac{5}{12}$ = $4\frac{5}{12}$

(1 pt. each)

Circle the correct answers. Reduce fractional remainders to lowest terms when possible.

Which of the following is a correct fractional remainder for

16 ÷ 3?

$\frac{1}{16}$ [✓ $\frac{1}{3}$] $5\frac{1}{3}$

Which of the following is a correct fractional remainder for

25 ÷ 12?

[✓ $\frac{1}{12}$] $\frac{1}{25}$ $\frac{2}{25}$

Which of the following is a correct fractional remainder for

39 ÷ 11?

$\frac{6}{39}$ $\frac{11}{39}$ [✓ $\frac{6}{11}$]

Which of the following is a correct fractional remainder for

15 ÷ 12?

$\frac{3}{12}$ [✓ $\frac{1}{4}$] $1\frac{1}{4}$

Which of the following is a correct fractional remainder for

17 ÷ 7?

$\frac{2}{17}$ [✓ $\frac{3}{7}$] $\frac{1}{7}$

Solve these problems. Write the remainders in fractional form. Reduce to lowest terms.

$\frac{33}{5} = 6\frac{3}{5}$

$\frac{65}{9} = 7\frac{2}{9}$

$\frac{37}{12} = 3\frac{1}{12}$

$\frac{56}{10} = 5\frac{6}{10}$ or $5\frac{3}{5}$

$\frac{79}{12} = 6\frac{7}{12}$

$\frac{45}{6} = 7\frac{3}{6}$ or $7\frac{1}{2}$

$\frac{103}{9} = 11\frac{4}{9}$

$\frac{83}{8} = 10\frac{3}{8}$

For extra practice, do Page 15.

Solve the division problems. Write the remainders in fractional form. Reduce the fraction to lowest terms.

Example:

27 ÷ 6

Work space

4 R3
6) 27

$4\frac{3}{6} = 4\frac{1}{2}$

34 ÷ 4

Work space

8 R2
4/34

$8\frac{2}{4} = 8\frac{1}{2}$

29 ÷ 3

Work space

9 R2
3/29

$9\frac{2}{3}$

45 ÷ 6

Work space

7R3
6/45

$7\frac{3}{6} = 7\frac{1}{2}$

62 ÷ 10

Work space

6R2
10/62

$6\frac{2}{10} = 6\frac{1}{5}$

79 ÷ 8

Work space

9R7
8/79

$9\frac{7}{8}$

48 ÷ 7

Work space

6R6
7/48

$6\frac{6}{7}$

53 ÷ 9

Work space

5R8
9/53

$5\frac{8}{9}$

Do the division problems. Write the remainders in fractional form. Reduce the fractional form to lowest terms.

Example:

27 ÷ 6

Work space

$$\begin{array}{r} 4\text{ R}3 \\ 6\overline{)\,27} \end{array} = 4\frac{3}{6} = 4\frac{1}{2}$$

34 ÷ 4

Work space

$$\begin{array}{r} 8\text{ R}2 \\ 4\overline{)\,34} \end{array} = 8\frac{2}{4} = 8\frac{1}{2}$$

29 ÷ 3

Work space

$$\begin{array}{r} 9\text{ R}2 \\ 3\overline{)\,29} \end{array}$$

$$9\frac{2}{3}$$

45 ÷ 6

Work space

$$\begin{array}{r} 7\text{ R}3 \\ 6\overline{)\,45} \end{array}$$

$$7\frac{3}{6}$$

$$7\frac{1}{2}$$

62 ÷ 10

Work space

$$\begin{array}{r} 6\text{ R}2 \\ 10\overline{)\,62} \end{array}$$

$$6\frac{2}{10}$$

$$6\frac{1}{5}$$

79 ÷ 8

Work space

$$\begin{array}{r} 9\text{ R}7 \\ 8\overline{)\,79} \end{array}$$

$$9\frac{7}{8}$$

48 ÷ 7

Work space

$$\begin{array}{r} 6\text{ R}6 \\ 7\overline{)\,48} \end{array}$$

$$6\frac{6}{7}$$

53 ÷ 9

Work space

$$\begin{array}{r} 5\text{ R}8 \\ 9\overline{)\,53} \end{array}$$

$$5\frac{8}{9}$$

Solve the division problems, write the remainders in fractional form. Reduce the fraction to lowest terms.

38 ÷ 4

Work space

$\begin{array}{r} 9R2 \\ 4\overline{)38} \end{array}$

$9\frac{2}{4} = 9\frac{1}{2}$

56 ÷ 6

Work space

$\begin{array}{r} 9R2 \\ 6\overline{)56} \end{array}$

$9\frac{2}{6} = 9\frac{1}{3}$

44 ÷ 10

Work space

$\begin{array}{r} 4R4 \\ 10\overline{)44} \end{array}$

$4\frac{4}{10} = 4\frac{2}{5}$

46 ÷ 8

Work space

$\begin{array}{r} 5R6 \\ 8\overline{)46} \end{array}$

$5\frac{6}{8} = 5\frac{3}{4}$

66 ÷ 9

Work space

$\begin{array}{r} 7R3 \\ 9\overline{)66} \end{array}$

$7\frac{3}{9} = 7\frac{1}{3}$

39 ÷ 9

Work space

$\begin{array}{r} 4R3 \\ 9\overline{)39} \end{array}$

$4\frac{3}{9} = 4\frac{1}{3}$

76 ÷ 10

Work space

$\begin{array}{r} 7R6 \\ 10\overline{)76} \end{array}$

$7\frac{6}{10} = 7\frac{3}{5}$

50 ÷ 8

Work space

$\begin{array}{r} 6R2 \\ 8\overline{)50} \end{array}$

$6\frac{2}{8} = 6\frac{1}{4}$

39 ÷ 12

Work space

$\begin{array}{r} 3R3 \\ 12\overline{)39} \end{array}$

$3\frac{3}{12} = 3\frac{1}{4}$

For extra practice, do Page 16.

Solve the division problems; write the remainders in fractional form. Reduce the fractional remainders to lowest terms.

38 ÷ 4

$4\overline{)38}^{\,9R2}$

$9\frac{2}{4}$

$9\frac{1}{2}$

56 ÷ 6

$6\overline{)56}^{\,9R2}$

$9\frac{2}{6}$

$9\frac{1}{3}$

44 ÷ 10

$10\overline{)44}^{\,4R4}$

$4\frac{4}{10}$

$4\frac{2}{5}$

66 ÷ 9

$9\overline{)66}^{\,7R3}$

$7\frac{3}{9}$

$7\frac{1}{3}$

46 ÷ 8

$8\overline{)46}^{\,5R6}$

$5\frac{6}{8}$

$5\frac{3}{4}$

50 ÷ 8

$8\overline{)50}^{\,6R2}$

$6\frac{2}{8}$

$6\frac{1}{4}$

39 ÷ 9

$9\overline{)39}^{\,4R3}$

$4\frac{3}{9}$

$4\frac{1}{3}$

39 ÷ 12

$12\overline{)39}^{\,3R3}$

$3\frac{3}{12}$

$3\frac{1}{4}$

76 ÷ 10

$10\overline{)76}^{\,7R6}$

$7\frac{6}{10}$

$7\frac{3}{5}$

For extra practice, do Page 17, 18.

CET I

Divide. Write the remainder as a fraction.

CIRCLE CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

$12\overline{)\,145}$ $3\overline{)\,38}$

$9\overline{)\,29}$ $4\overline{)\,53}$

$8\overline{)\,475}$ $6\overline{)\,737}$

Divide.

CIRCLE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

$6\overline{)\,.036}$ $12\overline{)\,144.24}$

Fill in the blanks.

$$\begin{array}{r} 6\,R3 \\ 7\,\overline{)\,45} \end{array} = \underline{\;6\;} + \underline{\;\tfrac{3}{7}\;} = \underline{\;6\tfrac{3}{7}\;}$$

7 can divide into 45 6 times

with 3 left over. (R3)

$$\begin{array}{r} 7 \\ \times\,6 \\ \hline 42 \end{array} \qquad \begin{array}{r} 42 \\ +\,3 \\ \hline 45 \end{array}$$

To form a fraction remainder, place the remainder, 3, over the divisor, 7, and that is your fraction remainder ($\frac{3}{7}$).

Therefore your answer is $\underline{6\tfrac{3}{7}}$.

$$\begin{array}{r} 7\,R1 \\ 8\,\overline{)\,57} \end{array} = \underline{\;7\;} + \underline{\;\tfrac{1}{8}\;} = \underline{\;7\tfrac{1}{8}\;}$$

$$\begin{array}{r} 8\,R2 \\ 9\,\overline{)\,74} \end{array} = \underline{\;8\;} + \underline{\;\tfrac{2}{9}\;} = \underline{\;8\tfrac{2}{9}\;}$$

(1 pt. each)

Complete the division problems. Express the remainders in fractional form.

$5\overline{)25}$ $= 5$

$\overset{5\,R1}{5\overline{)26}}$ $= 5\frac{1}{5}$

$\overset{5\,R2}{5\overline{)27}}$ $= 5\frac{2}{5}$

$\overset{5\,R3}{5\overline{)28}}$ $= 5\frac{3}{5}$

$\overset{5\,R4}{5\overline{)29}}$ $= 5\frac{4}{5}$

$\overset{6}{5\overline{)30}}$ $= 6$

$\overset{10}{4\overline{)40}}$ $= 10$

$\overset{10\,R1}{4\overline{)41}}$ $= 10\frac{1}{4}$

$\overset{10\,R2}{4\overline{)42}}$ $= 10\frac{2}{4} = 10\frac{1}{2}$

$\overset{10\,R3}{4\overline{)43}}$ $= 10\frac{3}{4}$

$\overset{11}{4\overline{)44}}$ $= 11$

$\overset{11\,R1}{4\overline{)45}}$ $= 11\frac{1}{4}$

$\overset{311}{3\overline{)933}}$

$\overset{311\,R1}{3\overline{)934}}$ $= 311\frac{1}{3}$

$\overset{311\,R2}{3\overline{)935}}$ $= 311\frac{2}{3}$

$\overset{312}{3\overline{)936}}$

Study the three sets of problems above.

Write the remainders in the order that they appear for the set where the divisor is 4: 0, 1, 2, 3, 0, 1

What do you notice about this series of remainders? It repeats itself

(or It goes from 0 to 3 and back to zero again.) (or similar answers)

What do you suppose the next remainder would be, that is the remainder for $4\overline{)46}$? 2, and the remainder for $4\overline{)47}$? 3, and for $4\overline{)48}$? 0.

When a series of numbers repeats itself like remainders, we call them a cycle.

When you divide a sequence of dividends by the same divisor you obtain a c_____ of remainders.

Circle the correct answers. Reduce fractional remainders to lowest terms when possible.

Which of the following is a correct fractional remainder for 20 ÷ 6?

$\frac{2}{20}$ $\frac{2}{6}$ [✓ $\frac{1}{3}$]

The correct answer is $\frac{1}{3}$ because 20 divided by 6 is 3 $\begin{array}{r} 6 \\ \times\, 3 \\ \hline 18 \end{array}$ + 2 left over.

The 2 is placed over the 6 (the divisor) to form the fractional remainder $\frac{2}{6}$. But $\frac{2}{6}$ can be reduced to lowest terms. $\frac{2}{6} = \frac{1}{3}$. Therefore, our whole answer is $3\frac{1}{3}$ and our fractional remainder is $\frac{1}{3}$.

Which of the following is a correct fractional remainder for 38 ÷ 12?

$\frac{2}{38}$ [✓ $\frac{1}{6}$] $\frac{2}{12}$

Which of the following is a correct fractional remainder for 90 ÷ 11?

$\frac{2}{90}$ [✓ $\frac{2}{11}$] $\frac{11}{90}$

Solve these division problems. Write the remainders in fractional form.

$\frac{34}{6} = \underline{5\frac{4}{6} = 5\frac{2}{3}}$

$\frac{34}{6}$ is the same as $6\overline{)34.}$ 6 divides into 34 5 times $\begin{array}{r}6\\ \times 5\\ \hline 30\end{array}$ with a remainder of 4. 4 over the divisor gives you a fractional remainder of $\frac{4}{6}$. But $\frac{4}{6}$ can be reduced to lowest terms. $\frac{4}{6} = \frac{2}{3}$. Therefore, our answer is $5\frac{2}{3}$.

$\frac{38}{12} = \underline{3\frac{2}{12} = 3\frac{1}{6}}$

$\frac{40}{9} = \underline{4\frac{4}{9}}$

$\frac{56}{11} = \underline{5\frac{1}{11}}$

$\frac{78}{12} = \underline{6\frac{6}{12} = 6\frac{1}{2}}$

Solve these problems. Write the remainder in fractional form, and reduce it to lowest terms where necessary.

26 ÷ 4 6R2 4/26 $6\frac{2}{4}$ $6\frac{1}{2}$	**37 ÷ 7** 5R2 7/37 $5\frac{2}{7}$	**44 ÷ 6** 7R2 6/44 $7\frac{2}{6}$ $7\frac{1}{3}$
$\frac{42}{10}$ 4R2 10/42 $4\frac{2}{10}$ $4\frac{1}{5}$	$\frac{19}{3}$ 6R1 3/19 $6\frac{1}{3}$	$\frac{33}{6}$ 5R3 6/33 $5\frac{3}{6}$ $5\frac{1}{2}$
44 ÷ 8 5R4 8/44 $5\frac{4}{8}$ $5\frac{1}{2}$	**30 ÷ 9** 3R3 9/30 $3\frac{3}{9}$ $3\frac{1}{3}$	**85 ÷ 10** 8R5 10/85 $8\frac{5}{10}$ $8\frac{1}{2}$
50 ÷ 12 4R2 12/50 $4\frac{2}{12}$ $4\frac{1}{6}$	**46 ÷ 4** 11R2 4/46 $11\frac{2}{4}$ $11\frac{1}{2}$	**54 ÷ 5** 10R4 5/54 $10\frac{4}{5}$

CET II

Divide. Write the remainder as a fraction.

CIRCLE CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

$6\overline{)389}$

$4\overline{)71}$

$12\overline{)131}$

$9\overline{)47}$

$7\overline{)538}$

$8\overline{)923}$

Divide.

CIRCLE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

$7\overline{).042}$

$24\overline{)313.44}$

LEVEL F, DIVISION, SKILL 6

OBJECTIVE: Expresses remainder in fractional form for divisors to 12, and reduces fraction to lowest terms.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Reviews division with remainders.	
2.	Complete statements about writing fractional remainders.	
3.	Completes division problems, writing fractional remainders.	
4.	Completes division problems, writing fractional remainders.	
5.	Completes division problems, writing fractional remainders.	14
6.	Completes division problems, writing fractional remainders.	
7.	Chooses correct fractional remainder for problems given.	
8.	Divides given fraction and writes remainders as fractions.	15
9.	Divides. Writes answers as fractions, reduces.	
10.	Divides. Writes answers as fractions, reduces.	
11.	Divides. Writes answers as fractions, reduces.	16
12.	Divides. Writes answers as fractions, reduces.	17, 18
13.	CET I.	
	CET II.	

Circle pages that are to be done.

SCHOOL CODE **NAME** ______________________________

NUMBER ____________________ **CLASS** ____________________

ipi

individually prescribed instruction

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 7

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Can you divide 21.637 by 7?

$$7\overline{)\,21.637}$$

You will learn how in this booklet.

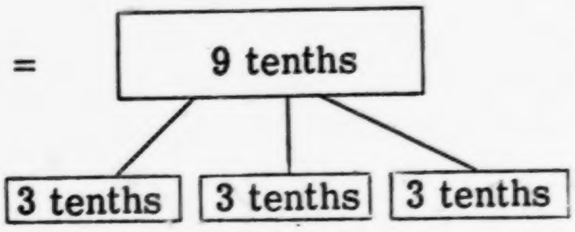
Answer

3.091

It is sometimes necessary to divide a decimal number by a whole number.

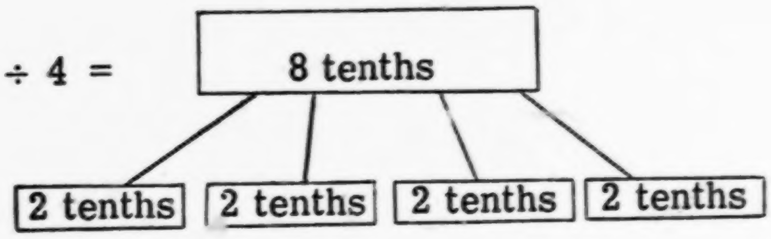
Observe how it is done.

.9 ÷ 3 =


9 tenths
3 tenths
3 tenths
3 tenths

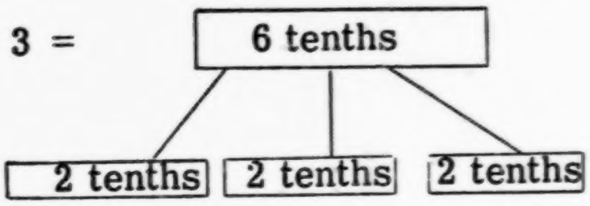
.9 ÷ 3 means how many tenths in each group? 3 tenths

.8 ÷ 4 =


8 tenths
2 tenths
2 tenths
2 tenths
2 tenths

.8 ÷ 4 means how many tenths in each group? __________

.6 ÷ 3 =


6 tenths
2 tenths
2 tenths
2 tenths

.6 ÷ 3 means how many tenths in each group? __________

Fill in the blanks below and write the correct quotient in the division algorithm.

Problem	**Algorithm**
$\frac{9}{10}$ can be divided into 3 groups of $\frac{\boxed{3}}{\boxed{10}}$ each.	$\begin{array}{r} .3 \\ 3\overline{)\;.9} \end{array}$
$\frac{12}{10}$ can be dived into 3 groups of $\frac{\boxed{4}}{\boxed{10}}$ each.	$\begin{array}{r} .4 \\ 3\overline{)\;1.2} \end{array}$
$\frac{24}{100}$ can be divided into 3 groups of $\frac{8}{100}$ each.	$\begin{array}{r} .08 \\ 3\overline{)\;.24} \end{array}$
.30 can be divided into 5 groups of $\frac{6}{100}$ each.	$\begin{array}{r} .06 \\ 5\overline{)\;.30} \end{array}$

Study these examples.

$$\begin{array}{r} .3 \\ 3\overline{)\ .9} \end{array} \qquad \begin{array}{r} .4 \\ 2\overline{)\ .8} \end{array} \qquad \begin{array}{r} .06 \\ 5\overline{)\ .30} \end{array} \qquad \begin{array}{r} .4 \\ 3\overline{)\ 1.2} \end{array}$$

Circle the correct answer.

The decimal point in the quotient is placed directly

[✓ above] below next to

the decimal point in the dividend.

In the quotient place the decimal point directly above

the decimal point in the dividend.

Insert the decimal point in the proper place.

$$\begin{array}{r} .2 \\ 4\overline{)\ .8} \end{array} \qquad \begin{array}{r} .5 \\ 5\overline{)\ 2.5} \end{array} \qquad \begin{array}{r} .7 \\ 1\overline{)\ .7} \end{array} \qquad \begin{array}{r} .4 \\ 2\overline{)\ .8} \end{array}$$

$$\begin{array}{r} .5 \\ 3\overline{)\ 1.5} \end{array} \qquad \begin{array}{r} .2 \\ 5\overline{)\ 1.0} \end{array} \qquad \begin{array}{r} 2 \\ 6\overline{)\ 1.2} \end{array}$$

Divide in the thousandths' place.

$5\overline{)\,.635}$

Bring up the decimal point to the quotient's place.

Divide as you would with whole numbers.

There are 5 groups of .127 in .635.

To check your answer multiply the quotient by the divisor. Check the answers of the three problems you have just done.

Problem 1	Problem 2	Problem 3
.6	.16	.127
× 4	× 3	× 5
2.4	.48	.635

In the quotient place the decimal point directly above the decimal point in the dividend. Then divide as you would with whole numbers.

Dividing in the tenth's place.

$$\begin{array}{r} .6 \\ 4\overline{)\,2.4} \end{array}$$

Bring up the decimal point to the quotient's place.

Divide as you would with whole numbers.

There are 4 groups of .6 each in 2.4.

Dividing in the hundredth's place.

$$\begin{array}{r} .16 \\ 3\overline{)\,.48} \end{array}$$

Bring up the decimal point to the quotient's place.

Divide as you would with whole numbers.

There are 3 groups of .16 each in .48.

Circle the correct answer for each example below.

$7\overline{)\,18.27}$	.261	[✓ 2.61]	26.1
$3\overline{)\,.09}$	3	0.3	[✓ .03]
$8\overline{)\,6.4}$	.08	[✓ .8]	8
$9\overline{)\,42.84}$	476	47.6	[✓ 4.76]
$5\overline{)\,32.5}$	[✓ 6.5]	.65	65
$4\overline{)\,.712}$	[✓ .178]	17.8	1.78
$6\overline{)\,3.246}$	5.41	[✓ .541]	54.1

Find the quotients and check your answers.

$$\begin{array}{r} .4 \\ 2\overline{)\,.8} \end{array}$$

Check

$$\begin{array}{r} .4 \\ \times 2 \\ \hline .8 \end{array}$$

$$\begin{array}{r} .07 \\ 8\overline{)\,.56} \end{array}$$

Check

$$\begin{array}{r} .07 \\ \times\ 8 \\ \hline .56 \end{array}$$

$$\begin{array}{r} .12 \\ 4\overline{)\,.48} \end{array}$$

Check

$$\begin{array}{r} .12 \\ \times 4 \\ \hline .48 \end{array}$$

$$\begin{array}{r} .007 \\ 7\overline{)\,.049} \end{array}$$

Check

$$\begin{array}{r} .007 \\ \times\ 7 \\ \hline .049 \end{array}$$

$$\begin{array}{r} .16 \\ 6\overline{)\,.96} \end{array}$$

Check

$$\begin{array}{r} .16 \\ \times 6 \\ \hline .96 \end{array}$$

$$\begin{array}{r} .049 \\ 6\overline{)\,.294} \end{array}$$

Check

$$\begin{array}{r} .049 \\ \times\ 6 \\ \hline .294 \end{array}$$

$$\begin{array}{r} .153 \\ 5\overline{)\,.765} \end{array}$$

Check

$$\begin{array}{r} .153 \\ \times\ 5 \\ \hline .765 \end{array}$$

$$\begin{array}{r} .094 \\ 9\overline{)\,.846} \end{array}$$

Check

$$\begin{array}{r} .094 \\ \times\ 9 \\ \hline .846 \end{array}$$

Dividing with a two-digit divisor is done in the same manner as those with one-digit divisors.

Place the decimal point in the quotient directly above the decimal point in the dividend. Then divide as you would with whole numbers.

Solve these problems and check your answers.

.02
24) .48

Check
.02
24
08
04
.48

14) .448

Check

.009
42) .378
378

Check
42
.009
.378

23) .966
0

Check

In dividing with a mixed decimal, you again put the decimal point directly above the one in the dividend and then divide as you would with whole numbers.

Place the decimal point in the correct place.

$8\overline{)\,34.4}$ $\qquad$ $28\overline{)\,9.52}$ $\qquad$ $6\overline{)\,2.622}$

After the decimal point is placed correctly in the quotient, you can then proceed to divide.

$8\overline{)\,34.4}$ $\qquad$ $28\overline{)\,9.52}$ $\qquad$ $6\overline{)\,2.622}$

For extra practice do Pages 14 and 15.

Circle the correct answer for each example below.

$28\,\overline{)\,68.32}$	[✓ 2.44]	24.4	244
$11\,\overline{)\,273.9}$	.249	[✓ 24.9]	2.49
$8\,\overline{)\,2.888}$	3.61	36.1	[✓ .361]
$46\,\overline{)\,37.72}$	82	8.2	[✓ .82]
$4\,\overline{)\,3.168}$	[✓ .792]	7.92	79.2
$33\,\overline{)\,871.2}$	264	[✓ 26.4]	2.64
$5\,\overline{)\,1.980}$	39.6	3.96	[✓ .396]

Divide and check each problem.

8.5
4) 34.0
32
20
20

.7
43) 30.1
301

.257
5) 1.285
10
28
25
35
35

5.4
67) 361.8
335
268
268

24.76
8) 198.08
16
38
32
60
56
48
48

8.7
20) 174.0
160
140
140
0

.067
50) 3.350
300
350
350

.034
79) 2.686
237
316
316

5.9
5) 29.5
25
45
45

Divide and check each problem.

.83
3) 2.49

1.69
14) 23.66
14
96
84
126
126

6.5
15) 97.5
90
75
75

.4
41) 16.4
164

.5
9) 4.5
45

3.6
8) 28.8
24
48
48

.7
36) 25.2
252

.76
79) 60.04
553
474
474

.72
87) 62.64
609
174
174

For extra practice, do Page 16.

CET I

Divide.

CIRCLE CORRECT BOX	TL. PTS.	
	4	100 %
	NO. OF PTS.	%
	3	75
	2	50
	1	25

$48\overline{)\,57.6}$

$58\overline{)\,116.58}$

$29\overline{)\,82.07}$

$9\overline{)\,43.425}$

Solve the problems. Label your answers.

Kevin wanted to put the same number of toys in each of his 5 boxes. He had 6 tops, 15 blocks, 3 toy cars, and 12 balls. How many toys did he put in each box and how many were left over? ________________________________

Joe, Lou, and Irwin joined together in a bottle cap club. Joe had 12 bottle caps, Lou had 13 bottle caps, and Irwin had 10 bottle caps. They decided that each member should have the same number of bottle caps. If they divided the number up equally, how many would each have and how many would be left over? ________________________________

CIRCLE CORRECT BOX	TL. PTS.	
	2	100 %
	NO. OF PTS.	%
	1	50

The decimal point from the dividend is placed in the quotient directly above its original position.

In each quotient below place the decimal point correctly.

$$\begin{array}{r} 9 \\ 7\,\overline{)\,6.3} \end{array} \qquad\qquad \begin{array}{r} 008 \\ 16\,\overline{)\,.128} \end{array} \qquad\qquad \begin{array}{r} 42 \\ 3\,\overline{)\,1.26} \end{array}$$

$$\begin{array}{r} 127 \\ 2\,\overline{)\,.234} \end{array} \qquad\qquad \begin{array}{r} 4 \\ 19\,\overline{)\,7.6} \end{array} \qquad\qquad \begin{array}{r} 2\ 45 \\ 8\,\overline{)\,19.60} \end{array}$$

$$\begin{array}{r} 3\ 41 \\ 42\,\overline{)\,143.22} \end{array} \qquad\qquad \begin{array}{r} 7\ 2 \\ 26\,\overline{)\,187.2} \end{array} \qquad\qquad \begin{array}{r} 3\ 18 \\ 35\,\overline{)\,111.30} \end{array}$$

Dividing decimal numbers by whole numbers is similar to dividing whole numbers. Study the examples.

Dividing ones

⑦.
8) 58.48

Dividing tenths

7.③
8) 58.48

Dividing hundredths

7.3①
8) 58.48

Find the quotients.

15.8
6) 94.8
6
34
30
48

10.687
9) 96.183
9
61
54
78
72
63
63

36.42
11) 400.62

2.28
46) 104.88

.65
23) 14.95
138
115
115

Divide and check each problem.

$7\overline{)\,8.785}$ $\quad$ $9\overline{)\,67.959}$ $\quad$ $8\overline{)\,268.24}$

$16\overline{)\,102.56}$ $\quad$ $25\overline{)\,235.75}$ $\quad$ $43\overline{)\,2696.1}$

$71\overline{)\,385.53}$ $\quad$ $62\overline{)\,5111.28}$ $\quad$ $59\overline{)\,729.83}$

CET II

Divide.

C I R C L E C O R R E C T B O X	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

$8\overline{)\,39.544}$ $7\overline{)\,129.64}$

$36\overline{)\,147.60}$ $65\overline{)\,248.95}$

Solve the problems. Label your answers.

C I R C L E C O R R E C T B O X	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

Betty Jane wanted to put the same number of dolls on each of six shelves. She had 10 French dolls, 13 English dolls, 1 Eskimo doll, and 13 Dutch dolls. How many dolls would be on each shelf and how many would be left over?

____

Mary gave a party. She invited 7 friends. There were 8 chocolate cupcakes and 4 vanilla cupcakes. How many cupcakes did each person get? How many were left over?

____

LEVEL F, DIVISION, SKILL 7

OBJECTIVE: Divides a decimal number to thousandths by a single digit number. Divides a decimal number to hundredths by a one- or two-digit whole number.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Finds quotient for schematized division.	
2.	Divides fraction into number of groups of a certain number.	
3.	Inserts decimal point in proper place.	
4.	Dividing in tenths' and hundredths' place.	
5.	Divides in thousandths' place and checks answers.	
6.	Circles correct multiple choice answer.	
7.	Finds quotients and checks answers.	
8.	Divides with two-digit divisor.	
9.	Divides mixed decimal dividend.	14, 15
10.	Circles correct multiple-choice answer.	
11.	Divides and checks answers.	
12.	Divides and checks answers.	16
13.	CET I.	
	CET II.	17

Circle pages that are to be done.

Standard Teaching Sequence, Con't.

1967 - 68

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 Elementary Mathematics - 6	246, 247	336 (set 33)

SCHOOL CODE **NAME** ______________________

NUMBER ______________ **CLASS** ______________

ipi

individually prescribed instruction

MATHEMATICS

Standard Teaching Sequence Booklet

TEACHER'S EDITION

LEVEL F

DIVISION (06)

SKILL 8

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Solve this problem.

Mike has 36 baseball cards and 42 football cards. He decides to give them all to his 3 friends. If Mike divides them evenly among his 3 friends, how many will each friend get?

$$\begin{array}{r} 36 \\ +\underline{42} \\ 78 \end{array} \qquad\qquad 3\overline{)78}$$

Answer

26

Fill in the missing numerals.

Farmer Brown's chickens laid 156 eggs.

How many dozens of eggs did the chickens produce?

How many eggs are in a dozen? 12

What mathematical process do we use to find how many dozens there are? division

If you answered "division" you are correct. What is the divisor?

12

What is the dividend? 156

Do the division.

$$\begin{array}{r} 13 \\ 12\overline{)156} \end{array}$$

How many dozens of eggs did Farmer Brown have? 13

Read carefully and answer the questions. Put your answers in the blanks.

Work space

$$\begin{array}{r} 18 \\ 60\overline{)1080} \\ 60 \\ \hline 480 \\ 480 \\ \hline 0 \end{array}$$

18 hours

Mr. Clark drove 1080 miles to Chicago at an average speed of 60 m.p.h. How many hours did it take him to get there.

18 hours

Olivia's rich uncle died and left his fortune to be divided evenly among Olivia and her two brothers. The fortune was $20,678, but $\frac{1}{2}$ of it was spent on taxes, lawyer's fees, and other estate debts. How much did Olivia finally get?

$$\begin{array}{r} 10{,}389 \\ 2\overline{)\$20{,}778} \end{array}$$

$$\begin{array}{r} 3{,}463 \\ 3\overline{)\$10{,}389} \end{array}$$

Solve these two-step problems. Put your answers in the blanks.

Work space

In his marble collection, Alex had 71 marbles. When his brother went to college he left Alex a collection of 35 marbles. Alex wants to divide his total marble collection evenly into 2 boxes. How many will be in each box? 53

71
35
106

$2\overline{)106}^{\,53}$

In Moro Lake there are 233 happy worms and 127 sad ones. The 72 fish who live in the lake have made a bargain that each fish will eat the same number of worms. How many should each fish eat? 5

233
127
360

$72\overline{)360}^{\,5}$

Mrs. Duke bought 12 antique dinner plates. The next week she bought 14 more. Her total bill for dinner plates was $130.00. If each plate cost the same amount, how much did each one cost? $5.00

12
14
26

$26\overline{)130.00}^{\,5.00}$

Some problems cannot be divided evenly. One way to write a remainder is as a whole number

Work space

There are 32 boys who want to be on baseball teams. If there are 9 boys on each team, how many teams will be formed? How many boys will be left?

$$\begin{array}{r} 3\text{ R. }5 \\ 9\,\overline{)\,32} \\ \underline{27} \\ 5 \end{array}$$

3 teams

5 boys left

Another way to write a remainder is in the fractional form.

If Paul divides 32 feet of wood into 9 equal pieces, how long will each piece be?

$$\begin{array}{r} 3\,\frac{5}{9} \\ 9\,\overline{)\,32} \\ \underline{27} \\ 5 \end{array}$$

Each piece will be $3\frac{5}{9}$ feet long. The remainder is part of the quotient.

(2 pts.)

Solve these two-step problems.

The Acme Rent-A-Car Company has just bought 347 Fords and 285 Ramblers. If the company owns 30 local renting garages, and wishes to have an equal number of cars in each garage, how many [illegible]rs will there be for each garage? How many cars will be left over for an emergency?

Work space

347
285
632

$$\begin{array}{r} 21 \text{ R2} \\ 30\overline{)632} \\ \underline{60} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

21 cars in each garage.

2 left over for emergencies.

The Petrillo Construction Company has 253 pounds of Grade A sand and 391 pounds of Grade B sand which they are going to mix and divide evenly among their 5 trucks. How many pounds of sand will be on each truck?

253
391
644

$$\begin{array}{r} 128\,\tfrac{4}{5} \\ 5\overline{)644} \end{array}$$

$128\frac{4}{5}$ pounds on each truck

For extra practice, do Page 8.

Solve these two-step problems.

Work space

Mr. Hermann buys 949.9 pounds of ostrich food each week. Each day he feeds $\frac{1}{7}$ of this food to each of his 59 ostriches. How many pounds of food does each ostrich eat per day? Express the remainder in decimal form.

2.3 pounds

$$\begin{array}{r} 135.7 \\ 7\overline{)949.9} \end{array}$$

$$\begin{array}{r} 2.3 \\ 59\overline{)135.7} \\ \underline{118} \\ 177 \\ \underline{177} \end{array}$$

A scientist bought 27 8-oz. packages of a certain chemical and fed an equal amount of it to his 9 rats. How many pounds did each rat get? Express the remainder in decimal form. (Remember that 1 lb. = 16 oz.)

1.5 pounds

$$\begin{array}{r} 27 \\ \underline{8} \\ 216 \text{ oz.} \end{array}$$

$$\begin{array}{r} 24 \\ 9\overline{)216} \end{array}$$

$$\begin{array}{r} 1.5 \\ 16\overline{)24.0} \\ \underline{16} \\ 80 \\ \underline{80} \end{array}$$

For extra practice, do Page 9.

CIRCLE CORRECT BOX	TL. PTS.	
	2	100%
	NO. OF PTS.	%
	1	50

CET I

Solve each word problem. Label your answer.

Larry has a paper route in his neighborhood. One week Larry made $5.32 selling papers. He made $4.96 the next week and $5.47 in the third week. What was Larry's average for each week?

Marie made flower baskets for her friends one day in the summer. She picked 18 petunias, 15 roses and 16 daisies. She made baskets for her 5 friends and put the same number of flowers in each basket. How many flowers did she put in each basket, and how many flowers did she have left over?

Solve these two-step problems

Work space

At the baseball game, the cheering section was composed of 23 sixth graders, 21 fifth graders, and 22 fourth graders. They wanted to have the same number of cheerers on each of the 7 benches. How many sat on each bench? Were there any left over?

23
21
22
66

9 R3
7)66
63
3

9 on each bench

3 left over

Paula buys 3 licorice whips which are each 18 inches long. If she divides them evenly among 4 friends and herself, how many inches of licorice will each of them get. Express the remainder in fractional form.

18
3
54

10 4/5
5)54

10 4/5 inches each

Solve these two-step problems.

Work space

Helen won $122,431.68 in the Irish Sweepstakes. She promised to divide $\frac{1}{4}$ of the money evenly among her 24 classmates. How much will each lucky classmate get?

$1,275.33 per classmate

$30,607.92
4 | $122,431.68

1,275.33
24 | 30,607.92
24
66
48
180
168
127
120
79
72
72
72

Batman uncovered a group of 11 smugglers who had smuggled 29 diamonds into the country. They intended to sell the diamonds for $12,500 apiece and divide the money equally among themselves. How much would each smuggler have made if Batman had not caught them? (Carry the decimal 2 places.)

$32,954.55 per smuggler

$12,500
29
112500
25000
$362,500

32,954.55
11 | 362,500.00
33
32
22
105
99
60
55
50
44
60
55
50

CIRCLE CORRECT BOX	TL. PTS.	
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CET II

Solve each word problem. Label your answer.

When the big circus came to town, they painted eight of their elephants blue, six of them red and seven of them yellow. There were 4 doors from the circus ring. If the same number of elephants left from each door, how many elephants left from each door and how many were left in the ring?

____

Terry and her mother traveled 55 miles by car the first hour of their trip. They traveled 62 miles the second hour and 47 miles the third hour. How many miles per hour did they average in the three hours?

____

LEVEL F, DIVISION, SKILL 8

OBJECTIVE: Solves two-step word problems with division skills to this point. Chooses manner of writing remainder according to the nature of the problem.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Answers questions about a division problem; solves problem.	
2.	Solves one and two-step division problems; no remainders.	
3.	Solves two-step division problems; no remainders.	
4.	Completes examples of two-step division problems with whole number and fractional remainders.	
5.	Solves two-step division problems with whole number and fractional remainders.	8
6.	Solves two-step division problems with decimal remainders.	9
7.	CET I.	10
	CET II.	

Circle pages that are to be done.

Standard Teaching Sequence, Con't.

1967 - 68

Textbook Resources:

Book	Teaching Pages	Practice Pages
Harcourt, Brace & World, 1966 Elementary Mathematics - 5	213	145

MATHEMATICS PRESCRIPTION SHEET

PAGE: OF ▨

SCHOOL STAMP U. S. 2-3

STUDENT NAME ▨

STUDENT NUMBER				
U. S.	4	5	6	7

GRADE U. S. 9

ROOM ▨

UNIT U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2		SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE → PRES.	PRES. → INIT.	SKILL → NO.	↓ PAGE NO.	↓ INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	▨	▨		S. 72-73		S. 74-75	▨	S. 76-77	
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CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

EYPUNCH SAMPLE

L	PRE %	POST. %	
.31	U. 32-33	U. 34-35	TO 78
	80	95	

PRE AND POST TEST SCORES									
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MATHEMATICS PRESCRIPTION SHEET

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OVERFLOW
U. & S. 79

KEYPUNCH SAMPLE

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MATHEMATICS PRESCRIPTION SHEET

PAGE: OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME

STUDENT NUMBER U. S. 4 5 6 7

GRADE U. S. 9

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MATHEMATICS PRESCRIPTION SHEET

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